

THE ENGLISH SENTENCE

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THE ENGLISH SENTENCE

BY

LUCILLE J. K. RAMÍREZ

TEACHER OF ENGLISH, UNIVERSITY HIGH SCHOOL,
PORTO RICO



D. C. HEATH AND COMPANY

BOSTON	NEW YORK	CHICAGO
ATLANTA	SAN FRANCISCO	DALLAS
LONDON		

422,246
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PRINTED IN U.S.A.

TO OLE MISS
MY ALMA MATER

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PREFACE

The material contained in this little book has been prepared especially to meet the needs of pupils whose native language is Spanish.

The lessons of Part I were written for use in my own classes in the ninth grade of the University High School, to give my pupils a concrete understanding of the function of the various parts of a sentence and their relation to each other.

Part II built itself through the years in which I corrected the same mistakes, chiefly due to idiomatic differences, made by pupils ranging from fifth graders to high-school seniors.

I wish to thank Mr. Daniel R. Nase and Mr. Juan P. Blanco, General Superintendents of English of the Department of Education, for their kind and helpful reading of the manuscript, and Mr. José Padín, Spanish-American Editor for D. C. Heath and Company, who read both manuscript and proof.

L. K. DE R.

RÍO PIEDRAS, PORTO RICO
August, 1928

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THE ENGLISH SENTENCE

PART ONE

SECTION A — BASES OF SENTENCES

1. The Base of a Sentence

Many centuries ago the forefathers of the races of men who live on the earth today had a queer way of talking to each other. In fact, they just grunted, and from their grunts, in time, there grew words.

You know how a baby learns to talk, don't you? At first he says just one word, and points his finger, or makes little gestures that help us to understand his meaning. He will say "dog" and point to the one he sees; perhaps his face will show, too, that he is afraid of the dog, or that he thinks it an unusually large one, or that it is so cunning and tiny that he would like it to come closer to him. After a time, the baby learns little by little how to join words in order to express his thoughts more completely, and he says "Dog bites" or "Dog comes" or "Dog runs," and then still later he says "Big dog bites," and "Dog runs fast," or "Dog comes here."

When the language of men was developing from the grunts and queer sounds with which it began, our rude forefathers, like the baby, began with single words, and little by little learned to combine them to express their ideas more completely. Their rough sentences contained only the words necessary to express their idea, sometimes not very accurately; when they first joined two or three words they used names of objects and actions only;

they knew no words that *describe*, or that tell *how*, or *when*, or *where* something is done.

The next step in the development of language was the use of adjectives and of adverbs to modify or change the meaning of the name of the thing or of the action in such a way that the meaning was made more *accurate*.

In our sentence study we are going to construct sentences and analyze sentences, remembering always that deep down in every sentence there are words that our forefathers would have used to express the same thought, and that all the other words in the sentence are only words that modify, or change the meaning of those basic words by rendering the idea more clearly expressed.

Those basic words may be called the *foundation* or *base* of the sentence. The base of a sentence consists of the words that are necessary to express the thought, without modifiers.

Read the examples and then underscore the bases of the sentences that follow them.

MODEL

1. The boy ran fast. BASE: *boy ran*.
2. The girl is intelligent. BASE: *girl is intelligent*.
3. In the darkness we could not see his face. BASE: *we could see face*.

1. Those trees are heavy with fruit.
2. We found white lilacs on a bush.
3. The English settled along the coast.
4. Rome is the capital of Italy.
5. They named the baby Margaret.
6. My friends will come in the next train.
7. The road up El Yunque is very muddy.
8. We shall return by the San Lorenzo.
9. The early Spaniards made the Indians slaves.

10. A ruiseñor sings in the tree near my window.
11. Barranquitas is the native town of Muñoz Rivera.
12. The night was very dark.
13. I finally reached my destination.
14. Gold is found in California.
15. The size of a man's head should determine the size of his hat.
16. The American colonists defeated the troops of England.
17. We decorated the soldiers' graves with flowers.
18. The people elected Coolidge president.
19. San Juan is on San Juan harbor.
20. Eugene Field was the children's poet.

NOTE TO THE TEACHER. — You will notice that there are four types of bases, namely:

1. Subject, verb.
2. Subject, verb, subjective complement.
3. Subject, verb, direct object.
4. Subject, verb, direct object, objective complement.

Lead the pupils to notice this, also; explain to them that parts of a sentence must be included in the base because they do not modify any word.

2. Study of First Type of Base

The bases of some sentences will contain only the subject and the verb.

Examples:

1. We met at their house. BASE: *we met*.
2. The ball was thrown. BASE: *ball was thrown*.
3. The wind blew from the south. BASE: *wind blew*.

Sometimes the verb consists of several words, but it is *one verb* and all the words that compose it are included in the base.

Examples:

1. They *might have been caught*.
2. The words *had been erased* from the blackboard.
3. He *could not have gone* yesterday.

Find the base of each sentence that follows:

1. The fan was found in the automobile.
2. Ernest does not spell well.
3. At last the visit came to an end.
4. Where is my dictionary?
5. All might have gone well.
6. The boys are thinking about vacation.
7. Sara practices on the piano regularly.
8. I agree with you.
9. You may sit beside me.
10. The prisoner was acquitted of the charge.
11. The father looked gravely at the son.
12. The petition was granted.
13. Doubtless he is here.
14. How the birds sing today!
15. The extent of the work should be clearly outlined.

3. Study of Second Type of Base

Sometimes the verb is followed by a noun or an adjective that completes the meaning of the verb by explaining or describing the subject. Any word that *completes* the meaning of the verb is a *complement*; if it also explains or describes the subject, it is called a *subjective complement*.

Examples:

1. The morning was *clear*.
2. Man is an *animal*.

When the subjective complement is a noun or pronoun, it is always in the nominative case; this is especially im-

portant to remember when the subjective complement is a pronoun, because the pronouns change their forms, or are inflected, to show their relation to the other words in the sentence.

Remember to say: It is *I*. It is *she*. Who are *they*?
It may be *he*. The happiest ones were *we*.

The subjective complement is always a part of the base.

Examples:

1. The flowers are withered. BASE: *flowers are withered*.
2. His name is Alexander. BASE: *name is Alexander*.

Underline the bases in these sentences:

1. It was perfectly white.
2. We are very glad.
3. Her husband is a postman.
4. The sail down the river was pleasant.
5. Two of the stories were very exciting.
6. Which are they?
7. That book on the table is his.
8. It is a warm day in July.
9. Richard Harding Davis is a good writer.
10. The former secretary's troubles are now yours.
11. The King is dead.
12. "These are my jewels."
13. It may be too late tomorrow.
14. The vacation seems short.
15. Delays are dangerous.
16. These are our greatest triumphs.

Write ten sentences of your own that contain a noun or an adjective used as a subjective complement. Read your sentences to your classmates and call on them to give the bases.

4. Study of Third Type of Base

The third type of base is that which consists of subject, verb, direct object.

The noun or pronoun that names the person or thing that receives the action of the verb, is the *direct object*.

The direct object is always in the *objective case*. This is especially important to remember when the object of the verb is a pronoun. Remember to say:

I saw *her*. We like *them*. We passed *them* on the road.
She helped *me*. He took *us* to San Juan in his car.

The *indirect object* names the person or thing for whose benefit the action was performed on the direct object.

Examples:

1. He gave it to me.
2. She told them the truth.

The indirect object is not a part of the base. It is always the principal word in a prepositional phrase that modifies the verb. Sometimes the preposition is expressed, as in the first example; often it is understood as in the second.

Find the bases of the following sentences:

1. I could see the sentinel near the door. BASE: *I could see sentinel*.
2. Silver tossed me the paper.
3. The buccaneer tossed something to Silver.
4. I could scarcely close my eyes
5. Now, at last, I had my chance.
6. With one hand I caught the jib-boom.
7. The rogues swallowed the home-thrust in silence.
8. I readily gave the pledge required.
9. Silver struck the barrel with his open hand.

10. I want none of your money.
11. Jim slipped the bolt at once.
12. Give me the key.
13. We found nothing of any value.
14. My mother got a candle in the bar.
15. The blind man cursed the money.

From some recent reading material, find, on any three pages (chosen by the teacher), as many sentences as possible that have this base: subject, verb, direct object.

5. Study of Fourth Type of Base

This base consists of subject, verb, direct object, and objective complement.

In Lesson 3 we said that the word that completes the meaning of the verb by describing or explaining the subject, is called the *subjective complement*; so we can easily see why the word that completes the meaning of the verb by describing or explaining the direct object, should be called the *objective complement*. When the objective complement *describes* the object, it is an adjective; when it *explains* the direct object, it is a noun.

Examples:

1. They called her Sara.

The direct object is *her*; the objective complement is *Sara*.

2. They considered the laws just.

The direct object is *laws*; *just* completes the verb and describes the direct object; therefore it is the objective complement.

Since it is not a modifier, but a word that completes the verb, the objective complement is always a part of the base.

Examples:

1. We called him an honest man. BASE: *We called him man.*
2. The boys elected Ned cheer-leader. BASE: *boys elected Ned cheer-leader.*

Underline the bases of these sentences:

1. A thermos bottle keeps coffee hot.
2. Age makes a man feeble.
3. The King made Alfred Tennyson a baronet.
4. Call your horse "Pershing."
5. Some make money their chief object in life.
6. Mountain ranges keep large areas deserts.
7. A war makes men more patriotic.
8. The Senate made Caesar Perpetual Dictator.
9. The company has appointed Mr. Gray its agent in Porto Rico.
10. Dry weather has made lettuce dear.
11. Have the lunch ready on time.
12. The President named the Hon. Horace M. Towner Governor of Porto Rico.
13. Time makes memories less sad.
14. They declared the captain an impostor.
15. His work made him happy.

Make a list of ten verbs that you can use in sentences with objects and objective complements; exchange your lists in class and make sentences using the verbs on the lists you receive.

Read your sentences in class, and call on the pupils to give their bases.

6. The Base of a Simple Sentence

A *simple sentence* is one that contains only one subject and only one predicate.

Examples:

1. He thought a while before answering.
2. The steamer reaches port tomorrow afternoon.
3. Your reading should be smooth.

Analyze the following sentences, using the model given:

1. The book contains selections from Sir Walter Scott.

BASE: *book contains selections*. All other words are modifiers.

2. A third day he had to go farther afield.
3. All of us had an ample share of the treasure.
4. The captain made a fair division of the booty.
5. The sea-cook had not gone empty-handed.
6. Captain Smollett is now retired from the sea.
7. The next morning we began work early.
8. We cast anchor just at sundown.
9. There was an echo.
10. The song stopped suddenly.

Sometimes the subject of a simple sentence consists of several words, forming what is called a *compound subject*, as:

The friends and relatives were all present at the wedding.

The base of that sentence could be *friends and relatives were present*.

And sometimes the predicate of a simple sentence may contain several verbs, forming a *compound predicate*, as:

The plants grew and developed daily.

The base of that sentence would be *plants grew and developed*. A simple sentence may contain both a compound subject and a compound predicate:

Men, wives and children stare, cry out and run.

The base is the whole sentence, as it contains no modifiers.

Underline the bases of these sentences:

1. He must be taught and trained and bid go forth.
2. Tom gave up the brush with reluctance in his face.
3. He took up the brush and went tranquilly to work.
4. France, England, Italy, and Belgium were allies.
5. Tom appeared on the sidewalk with a bucket of white-wash.
6. A perfectly white elephant has never been seen.
7. They were married at "The Little Church Around the Corner."
8. Old and young fought in the war and helped to defeat Germany.
9. We crossed the creek at the head of the island and proceeded through a desolate country.
10. Jupiter, the dog, and myself started about four o'clock.
11. We dug very steadily for two hours.
12. Legrand strode up to Jupiter and seized him by the collar.
13. No signs of any treasure became manifest.
14. Jupiter picked the parchment, wrapped the beetle in it, and gave it to me.
15. In this expedition I had been attended by Jupiter.

From some text already read in class, choose several pages in which to find simple sentences. Find some with a compound subject, and others with a compound predicate, if possible. Read your sentences in class, calling on the other pupils to give the bases.

7. The Base of a Compound Sentence

A *compound sentence* is one that consists of two or more independent clauses.

A *clause* is a part of a sentence that has a subject and a predicate of its own.

An *independent clause* is one that, by itself, could express a complete thought. If it were not a part of a sentence, it might even be called a sentence in itself.

Examples:

1. Kipling is a friend of the brave man everywhere, but he is especially the friend of the British soldier.
2. Earl Douglas was buried at the broken bush, and the Percy was led away captive.

Each clause of a compound sentence has its own base; therefore the base of the first example is *Kipling is friend but he is friend*; and of the second, *Earl Douglas was buried, and the Percy was led captive*.

NOTE TO THE TEACHER. — Pupils may have been taught in previous years to define a compound sentence as one consisting of two or more coordinate clauses. As, of course, it is possible for two subordinate clauses to be coordinate also, that definition is incomplete and confusing and its use should not be allowed.

Underscore the bases of these sentences:

1. The owl sat blinking and goggling all day in a hole in the wall, but he roamed forth at night.
2. She was surrounded by female attendants, and no flower of the field or garden could compare with her in loveliness.
3. Day after day he watched for the return of the messenger of love, but he watched in vain.
4. It was doubtless the unknown beauty of the garden, but who and where was she?
5. The walls had been painted in fresco in the Italian style, but the paintings were nearly obliterated.
6. Their espousals doubtless were celebrated in the royal palace, and their honeymoon may have passed among these very bowers.
7. I attempted to open the door, but it was locked.
8. The mosque still exists, but the monument has disappeared.
9. Yusef made signs to his attendants, but his words were unintelligible.

10. Yusef obtained a long truce after this defeat, and now his character shone forth in its true lustre.

11. The long truce was at an end, and every effort of Yusef to renew it was unsuccessful.

12. His manners were gentle, affable, and urbane, and he carried the benignity of his nature into warfare.

13. James the Conqueror had subjected all Valencia, and Ferdinand the Saint sat down in person before Jaen.

14. He is known in Arabian history as Muhamed Ibn-Ahmar, but his name in general is written simply Alhamar.

15. At his birth the astrologers cast his horoscope and pronounced it highly auspicious, and a santón predicted for him a glorious career.

16. Alhamar was the leader and general of the Beni Nasar, and he opposed and thwarted the ambition of Aben Hud.

8. The Base of a Complex Sentence

A *complex sentence* is composed of an independent clause and one or more subordinate clauses.

A *subordinate clause* is always a modifier of some word in the independent clause; therefore, although it has a subject and verb of its own, the subordinate clause is never a part of the base of a sentence. When the subordinate clause modifies a noun or pronoun, of course it is doing the work of an adjective; and when it modifies a verb, adjective, or adverb, it does the work of an adverb.

The base of the independent clause will be the only base in a complex sentence.

Analyze these sentences. Two of them have more than one subordinate clause. Name the independent clause and give the base. Name the subordinate clause and classify it as an adjective or an adverb.

MODEL

In old times, many hundred years ago, there was a Moorish King who reigned over the Kingdom of Granada.

(a) INDEPENDENT CLAUSE: *In old times, many hundred years ago, there was a Moorish King.*

(b) BASE: *there was King.*

(c) SUBORDINATE CLAUSE: *who reigned over the Kingdom of Granada.* It is used as an adjective because it describes the noun *King*.

1. While Habuz was harassed by these perplexities, an ancient Arabian physician arrived at his court.

2. He had, when a child, followed the conquering army of Amru into Egypt.

3. In a little while the sage Ibrahim became the bosom counsellor of the King, who applied to him for advice in every emergency.

4. Whenever the country was threatened with invasion, the ram would turn in the direction of the enemy and the cock would crow.

5. In the centre of the central pyramid is a sepulchral chamber in which is enclosed the mummy of the high priest who aided in rearing that stupendous pile.

6. When I heard these words of the Egyptian priest, my heart burned to get possession of that book.

7. I penetrated into the very heart of the pyramid where the mummy of the high priest has lain for ages.

8. He caused a great tower to be erected upon the top of the royal palace, which stood on the brow of the hill.

9. While the philosophic Ibrahim passed his time in his hermitage, the pacific Aben Habuz carried on his furious campaigns in effigy in his tower.

10. Around her neck was a golden chain, to which was suspended a silver lyre, which hung by her side.

11. This may be one of those northern sorceresses of whom we have heard.

12. When a lover is old, he is generally generous.

13. Whenever he began to plead his love, she struck her silver lyre.

14. In the neighborhood he met an aged dervise, who was learned in the traditions and secrets of the land.

15. My reward will be the first animal which enters the magic gateway.

These sentences came from *The Alhambra*. Take your *Alhambra* and find twenty complex sentences in the story "The Pilgrim of Love." Write several of them on the blackboard to be analyzed orally by the other pupils. Follow the model given in this lesson.

9. The Base of a Compound-Complex Sentence

A *compound-complex sentence* contains two or more independent clauses and at least one subordinate clause. The subordinate clause always does the work of an adjective or an adverb by modifying some word in one of the independent clauses.

Examples:

The princess looked down haughtily from her palfrey and a smile of scorn curled her rosy lip when she heard this dispute.

Analysis:

1. FIRST INDEPENDENT CLAUSE: *The princess looked down haughtily from her palfrey.* BASE: *princess looked down.*

2. SECOND INDEPENDENT CLAUSE: *a smile of scorn curled her rosy lip.* BASE: *smile curled lip.*

3. SUBORDINATE CLAUSE: *when she heard this dispute.* It tells when she looked down, therefore it is used as adverb, and modifies the verb *looked*.

Analyze the following sentences, using the model given:

1. The earth closed over them and no trace remained of the opening by which they had descended.

2. Aben Habuz sought the mouth of the cavern at the foot of the hill that led to the subterranean palace of the astrologer, but he could not find it.

3. The old invalid sentinels who mount guard at the gate hear the strains and doze quietly at their posts.

4. King Aben Habuz approached the seeming chess-board on which were arranged the small wooden effigies and, to his surprise, they began to move.

5. The rival princes surrounded him with haughty and menacing aspects and one of them sneered at his light and youthful form, and laughed when he heard his amorous appellation.

6. To the dismay of Ahmed, he was borne full tilt against the King as soon as he entered the lists, and in a moment the royal heels were in the air.

7. When I reached the tower, a very ancient owl was lecturing upon the inscription on the list of the box, and he proved that the coffer contained the silken carpet of the throne of Solomon the Wise.

8. The prince dyed his complexion to a tawny hue, and no one could have recognized in him the splendid warrior who had caused such admiration and dismay at the tournament.

9. When Peregil finished his task, the hour was late, and most of the water carriers had desisted from their toils.

10. They rolled the body of the Moslem in the mat on which he had died, laid it across the ass, and Peregil set out with it for the banks of the river.

Convert the sentences in Lesson 7 into compound-complex sentences by adding a suitable subordinate clause to each.

10. The Base of a Sentence that Contains an Appositive

An *appositive* is a noun or pronoun that accompanies another noun or pronoun to explain its meaning.

Example: Darwin, the scientist, was born in England. The noun *scientist* explains what Darwin is meant; therefore it is in apposition with the noun *Darwin*.

Since the appositive bears the same relation to the other words of the sentence, that the word bears, with which it is in apposition, it is always in the same case, as the word with which it is in apposition.

The appositive is usually separated from the rest of the sentence by commas.

If the appositive is in apposition with a word that forms part of the base of the sentence, the appositive also is included in the base.

Examples:

1. In that delightful island, Porto Rico, we spent two months.

BASE: *We spent months.*

NOTE: The appositive *Porto Rico* is not a part of the base because it is in apposition with *island*, which is the principal word of a modifying phrase.

2. Shakespeare, the poet, was a contemporary of Cervantes.

BASE: *Shakespeare, poet, was contemporary.*

Underline the bases of these sentences:

1. The Alhambra, that beautiful palace of the Moorish Kings, was begun by Alhamar in the middle of the fifteenth century.

2. Samuel Johnson, the man who compiled the first English dictionary, was quite eccentric.

3. Washington, the capital of the United States, was named after Washington, the first president.

4. Brunswick, a city of Georgia, should not be confused with New Brunswick, a city of New Jersey.

5. The tourists visited San Juan, the capital of the island.

6. The world's longest rivers, the Mississippi, the Amazon, and the Nile, are found in North America, South America, and Africa, respectively.

7. The Koran, the Bible of the Moslem faith, contains many things from our own Bible.

8. The shark, a man-eating fish, is often called the ocean scavenger.

9. One of the greatest inventors in the world's history, Thomas Edison, is still living.

10. In Athens we saw the Parthenon, the ruins of an ancient Grecian temple.

11. Borinquen, the Indian name of Porto Rico, is the title of the island's Hymn.

12. In the cathedral in San Juan lies the dust of Ponce de León, the conqueror and first colonizer of Porto Rico.

Make a list of ten words that can be used easily with appositives. Exchange lists and make sentences. Read your sentences aloud, calling on your classmates for the base of each.

11. Bases of Sentences that Contain a Noun Clause

A *noun clause* is just what its name implies: a clause used as a noun; which means that the clause as a whole can be used in any way that a noun can be used: as subject, as direct object, as subjective complement, as the object of a preposition, as objective complement, or in apposition with a noun or pronoun. If the noun clause occupies a place in the sentence that entitles it to be called a part of the base, then it is a part of the base. To belong to the base of the sentence in which it occurs, a noun clause must be either the subject, or the direct object, the subjective complement, or in apposition with a noun or pronoun that is used as subject or as subjective complement, or as objective complement.

Examples:

1. On entering the room, he said that he had been there before.
BASE: *he said that he had been there before.*

The noun clause *that he had been there before* is the direct object of the verb *said*.

2. No dependence is to be placed in what he says. BASE: *dependence is to be placed.*

The noun clause *what he says* is not a part of the base because

it is the object of a preposition that introduces a modifying phrase.

3. Whosoever wishes may enter the Museum free on Tuesdays and Thursdays. BASE: *Whosoever wishes may enter Museum.*

The noun clause *whosoever wishes* is the subject.

4. It has not been decided that Prohibition is a failure. BASE: *It (that Prohibition is a failure) has been decided.*

5. A difficult question to decide is just what ought to be done. BASE: *question is just what ought to be done.*

The noun clause is a part of the base because it is the subjective complement.

Find the base of the following sentences, using the examples given as models:

1. He could not deny that he was mistaken.

2. What first strikes the eye of the reader will repel or attract.

3. We have often heard that "he laughs best who laughs last."

4. The difficulty was that we could find no one to explain the mystery.

5. "Tell me not in mournful numbers,
Life is but an empty dream."

6. It is probable that Porto Rico will elect her own governor in 1932.

7. Do you know who he is?

8. There is no excuse for what he did.

9. Some people cling to the idea that women should not vote.

10. What should have been done long ago has at last been done.

Choose several pages of recent reading material and find therein as many sentences as possible that contain a noun clause. Underline the base; classify the noun clause as to its use in the sentence.

12. Bases of Sentences that Begin *There are* or *There is*

It is interesting to notice that we have in English a construction parallel to that in Spanish of “había” and “hay.” *There are books on the table* means exactly the same as what is meant in Spanish by “Hay libros en la mesa.” The only difference is that in English we use the word *there* with the verb and in Spanish the whole idea is expressed in the verb itself.

So, since *there* is really a part of the impersonal verb, it forms part of the base of the sentence in which it occurs.

Example:

There are many beautiful flowers in the garden. BASE:
flowers there are.

Give the bases of the following sentences. Two of the sentences are of a different kind.

1. There was much suffering in Europe from lack of food.
2. In the nest there are fifteen eggs.
3. There is no place like home.
4. Here there are no difficulties to encounter.
5. There were many adventurous knights in the Middle Ages.
6. There were no automobiles thirty years ago.
7. On the desk there is a fine book for you.
8. There is often too much rain for the garden.
9. There were found no kind hearts to help him.
10. There are several bushels of peaches on that tree.
11. There are the grapes in the basket.
12. There are grapes in the basket.

On about ten small slips of paper write the names of something and *there is, there are, there was, etc.*; give them out one slip at a time to your classmates, requir-

ing them to respond instantly with a sentence using the given noun and verb.

Allow no hesitation. Require the base to be given after each sentence.

SECTION B — MODIFIERS

1. Adjectives

Modifiers, as Julius Caesar said of Gaul, are divided into three parts:

1. Single words, or adjectives, and adverbs.
2. Phrases, that are used as adjectives, or adverbs.
3. Subordinate clauses, that are used also as adjectives and adverbs.

Since the work of a modifier is to change the meaning of some word in the base by making it express its meaning more accurately and clearly, any modifier may be called an added idea: that is, an idea added to the base or main idea of the sentence. In this lesson let us consider the single words that modify nouns and pronouns. We call those words adjectives.

An adjective is a word that points out, describes, or in any way limits the meaning of a noun or pronoun.

Examples:

1. *This* apple is good.
2. He maketh me to lie down in *green* pastures.
3. "Spare *your* country's flag," she said.
4. Throw me *the* rope.

Analyze the following sentences, using this model.

MODEL

1. The tired horse drinks the cool water. BASE: *horse drinks water*.

MODIFIERS:

(a) *the* shows that it is a particular horse; therefore it is an adjective.

(b) *tired* describes the horse; therefore it is an adjective.

(c) *the* points out the water; therefore it is an adjective.

(d) *cool* describes . . . ; therefore it is an adjective.

2. The profound stillness was impressive.
3. He lost his life in a railroad wreck.
4. This is the worst ink!
5. The lovely spring-time green of the trees is a great joy.
6. Physical Geography is an interesting subject.
7. There was great excitement during the earthquakes.
8. The quaint old Quaker town, Philadelphia, was all excited.
9. Did you like the Christmas pasteles?
10. He brought many botanical specimens.
11. Honest endeavor will be rewarded.
12. A new broom sweeps clean.
13. Tired and half-sick, he went home.
14. The new, wide San Antonio bridge, will aid traffic.
15. The San Lorenzo is a good fast boat.

NOTE: In several of the sentences in the exercise above opportunity is given the teacher to call pupils' attention to the fact that no word is in itself a noun, or adjective; that the nature of a word is determined by its function in the sentence.

Build sentences with bases given below by adding modifiers.

Example:

BASE: *library contains books.*

MODIFIERS:

- (a) Adjective to point out a particular library.
- (b) Adjective to tell what library.
- (c) Adjective to limit the number of books.
- (d) Adjective to describe the looks.

1. cows eat hay
2. desks are high
3. men were safe
4. boys were playing
5. ship arrived
6. hats were lost
7. flood came
8. earthquake destroyed town
9. principal called boy
10. pupils like studies
11. rabbits have ears
12. trolley was wrecked
13. man worked and saved money
14. hope was lost
15. war began
16. animal and men fled
17. student understood reason
18. enemies and friends rejoiced
19. season has begun
20. bells rang

2. Adverbs

An adverb is a word that tells *how*, *when*, or *where*, something is done.

Examples:

1. The work was *carefully* done.
2. The work was done *yesterday*.
3. The work was done *here*.

An adverb usually modifies a verb, but adverbs of degree may modify an adjective or an adverb.

Example: 1. The work was done *very* carefully.

When a noun does the work of an adverb it is called an adverbial noun.

Examples:

1. He worked an *hour*.
2. He ran a *mile*.

(Adverbial nouns are always in the objective case.)

Analyze the following sentences, using model given:

1. The trees lifted their dry branches drearily.

MODEL

BASE: *trees lifted branches*.

MODIFIERS:

(a) *the* is a word that points out particular trees; therefore it is an adjective.

(b) *their* is a word that limits *branches* by telling to what they belong; therefore it is an adjective.

(c) *drearily* is a word that tells how the *branches* were lifted; therefore it is an adverb.

2. The huge balloon swayed lightly to and fro.

3. The stately ship sailed steadily on.

4. The harbor light burned brightly.

5. I will lift up my eyes.

6. That clock stopped yesterday.

7. That examination was held here.

8. We were very much disappointed.

9. He believed the fairy story implicitly.

10. Silver deceived the Squire thoroughly.

11. Absolutely thoughtless, has he always been.

12. The robber easily halted the automobile.

13. The wastebasket is completely full.

14. The stove has a broken place underneath.

15. He never could write legibly.

Build sentences with the bases given below by adding modifiers. Use the model given for the first base. (Bases taken from *The Alhambra*, "The Legend of the Moor's Legacy.")

1. Light burned.

MODEL

BASE: *light burned.*

MODIFIERS:

- (a) Adjective to point out the light.
- (b) Adjective to describe the light.
- (c) Adverb to tell how the light burned.

SENTENCE: The bright light burned steadily.

- 2. fountains and wells were gossiping-places
- 3. maidservants may be seen
- 4. There was fellow (fellow there was)
- 5. streets rang
- 6. He helped Moor
- 7. Moor was seized
- 8. he opened cloak and showed box
- 9. thought struck him
- 10. wife aided him

Select bases from the biography of Washington Irving which, when developed by modifiers, will tell the story of his life.

3. Phrases as Modifiers

A *phrase* is a group of related words that has no subject or verb of its own.

Phrases are classified, or divided, in two ways: according to form and according to use. The classification of a phrase according to form is always determined by the word that introduces it; this introductory word is always a preposition or a participle (either present or past), a gerund or an infinitive verb. Therefore, according to form, a phrase is said to be *prepositional*, or *participial*, or *infinitive*.

The classification of a phrase according to form helps us to recognize the phrase; but far more important is the classification according to use.

Prepositional phrases may be used as adjectives or as adverbs.

Participial phrases may be used as adjectives.

Infinitive phrases may be used as nouns, as adjectives, or as adverbs.

Examples:

(a) Prepositional phrases:

The clattering of their horses' hoofs echoed from rock to rock.

(b) Participial phrases:

Beckoning to the cavaliers, he struck off from the road. (as adjective)

Having run aground, the ship was in great danger.

The reporter, much interested in the story, took the child to his home. (as adjective)

Notifying the candidates of their success was left until the last. (as noun)

We gained several days by being at the place on time.

(c) Infinitive phrases:

To live his own life, unmolested, is the right of every man. (as noun)

I have a house to rent you. (as adjective)

Juan must go now to carry the message. (adverb)

When you are writing a theme, begin some of your sentences with a phrase; if the order is always subject-verb! subject-verb! like soldiers marching, the effect is monotonous. Pleasant variety may be gained by letting some sentences begin with a phrase. When a phrase is out of its natural order, do not forget to separate it from the rest of the sentence by a comma.

Copy the following sentences, underscoring each phrase; doublescore the word that introduces it, and be ready to classify each phrase according to form and use:

1. At length, one day the talismanic horseman veered suddenly around, and, lowering his lance, made a dead point toward the mountain of Guadix.
2. Not a single warrior was in motion.
3. Perplexed at the circumstance, Aben Habuz sent forth a troop of horsemen to scour the mountains.
4. They returned after three days' absence.
5. They had found a Christian damsel of surpassing beauty, sleeping beside a fountain.
6. The beautiful damsel was accordingly conducted into the King's presence.
7. The flashes of her dark eyes were like sparks of fire on the withered yet combustible heart of Aben Habuz.
8. Aben Habuz saw no harm in the damsel; she was fair to look upon, and found favor in his eyes.
9. Doubtless this was the enemy pointed out by the talisman.
10. His only study was how to render himself amiable in the eyes of the Gothic beauty.

The sentences in the preceding exercise were taken from the story "The Arabian Astrologer," in *The Alhambra*. Look through that story and find a number of sentences that begin with phrases. Rewrite the sentences, inserting the phrases in their natural order. Be ready to discuss the effect produced by the change.

4. Phrases that Do the Work of Adjectives

An *adjective phrase* is one that modifies a noun or pronoun.

In form, an adjective phrase may be *participial*, *prepositional*, or *infinitive*.

Find the base and added ideas of each sentence that follows. Arrange your work in this way:

1. The paw of the lion was hurt.

MODEL

BASE: *paw was hurt.*

MODIFIERS:

(a) *the*, a word that points out a particular *paw*; therefore it is an adjective.

(b) *of the lion*, a prepositional phrase that describes *paw*; therefore it is an adjective.

2. Mohamed rode forth one day with a train of his courtiers.

3. They were conducting a long string of mules laden with spoil and many captives of both sexes.

4. A beautiful damsel, richly attired, sat weeping and heeded not the consoling words of her duenna.

5. She was the daughter of the Alcalde of a frontier fortress.

6. The vigilance of the captain-general was aroused.

7. A mountain of written testimony was diligently heaped up.

8. He then sent down a flag of truce.

9. The governor dispatched a message demanding the release of the corporal.

10. He received orders to take up all suspicious persons.

11. The soldiers beheld a sturdy sunburnt fellow, clad in the ragged garb of a foot-soldier, leading a powerful Arabian horse.

12. Astonished at the sight of a strange soldier, the corporal stepped forth and questioned him.

13. Having answered (perfect participle) the questions of the patrol, the soldier seemed to consider himself entitled to make others in return.

14. I have some strange matters to reveal to the governor.

Build sentences from the bases given below, by adding modifiers. Let the added ideas be either single words or adjective phrases.

1. Kingdom is one

2. You can see decorations

3. Muleteer has stock

4. Talent is inherited
5. Form betokens strength
6. Author made expedition
7. Plains derive interest
8. We took precautions
9. There is romance
10. We retained clothing and necessities
11. Steeds were provided
12. Highway is traversed
13. Alcala supplies Seville
14. We ordered bread
15. Curate gathered bouquet

5. Phrases that Do the Work of Adverbs

An *adverb phrase* is one that modifies a verb, adjective, or adverb. It is introduced by an infinitive or a preposition.

A participial phrase is always an adjective.

Find the bases and added ideas of the following sentences, using the model analysis:

1. The astonished burglar climbed hastily through the window to escape his pursuers.

MODEL

BASE: *burglar climbed.*

MODIFIERS:

(a) *the* is a word that points out a particular *burglar*; therefore it is an adjective.

(b) *astonished* is a word that describes the *burglar*; therefore it is an adjective.

(c) *hastily* is a word that tells how he climbed; therefore it is an adverb.

(d) *through the window* is a prepositional phrase that shows where he climbed; therefore it is an adverb.

(e) *to escape his pursuers* is an infinitive phrase that tells his purpose for climbing through the window; therefore it is an adverb.

2. At Gandul we found a tolerable posada.
3. Here we were joined by a fat curate.
4. Below the palace was the mill, with orange trees and aloes in front, and a pretty stream of pure water.
5. We took a seat in the shade, and the millers, all leaving their work, sat down and smoked with us.
6. The Guardaira winds its stream round the hill.
7. A picturesque bridge was thrown across the little river.
8. The old Moorish mills, so often found in secluded streams, are characteristic objects in the Spanish landscape.
9. Taking leave of our Seville friends and leaving the millers still under the hands of the barber, we set off to ride across the campiña.
10. The miquelets were patrolling the country to ferret out robbers.
11. Mine host, with two or three old wise-acre comrades in brown cloaks, studied our passports in a corner of the posada.
12. The passports were in foreign languages and perplexed them, but our squire Sancho assisted them in their studies.
13. We distributed cigars to win their confidence.
14. Everyone seemed anxious to make us welcome.
15. The corregidor himself waited upon us, and a great rush-bottomed arm chair was ostentatiously bolstered into our room by our landlady, for the accommodation of that important personage.
16. We took our seats with mine host and hostess and the commander of the patrol under an archway opening into the court.

Build sentences, using the following bases by adding modifiers. Let some of your phrases be introduced by infinitives and some by participles; don't make them all prepositional. Begin several of your sentences with a phrase, and remember to punctuate them properly.

1. He rapped
2. he hung
3. he sat

4. he would blow and stare
5. I would see him
6. he would slap hand
7. he must have lived life
8. people were frightened but liked it
9. Captain brightened up
10. Captain glared
11. I'll take means
12. I'll have eye
13. Captain held place
14. battle followed

Turn to the chapter "The Journey," in *The Alhambra*; find ten sentences that contain phrases used as adjectives, and ten that contain adverb phrases.

6. Bases of Sentences that Contain Noun Phrases

Review Lesson 3, page 4.

A *noun phrase* may be used as the subject of a sentence, as direct object, as subjective complement, in apposition with a noun or pronoun, as object of a preposition; in short, it may be used in any way that a noun may be used.

When a noun phrase is used as subject, direct object, subjective complement, or objective complement, it is a part of the base of the sentence in which it occurs.

Examples:

1. To be or not to be, that is the question. BASE: *To be or not to be, that is question.*

Infinitive in form, the phrase *to be or not to be* is a noun because it is used in apposition with the subject *that*.

2. He wanted to go home. BASE: The whole sentence, because *to go home* is a noun phrase used as direct object of the verb wanted.

3. He declared it to be necessary.

BASE: The whole sentence, because *to be necessary* is a noun phrase used as objective complement.

4. Selling pencils or shoelaces is a common occupation for a blind man.

BASE: *Selling pencils or shoelaces is occupation.*

Selling pencils or shoelaces is a noun (or gerund) phrase used as subject of the sentence.

Find the bases of the following sentences. Classify all noun phrases as to form (infinitive or gerund) and as to use.

1. He preferred death to betraying his trust.
2. Running races is a favorite sport of small boys.
3. Our desire is to learn English.
4. I knew him to be the new teacher.
5. Dancing gracefully is an art.
6. He did not want to go away.
7. Englishmen like to play cricket, and Americans like to play baseball.
8. The English Club discussed electing new officers.
9. It was interesting to visit the old Spanish-English battlefield on St. Simon's Island near Brunswick.
10. To be honest is not a virtue.
11. Making promises is not keeping them.
12. She prefers sitting quietly on the outside.
13. We were weary with watching the game so long.
14. From having been a famous singer, she came at last to begging on the streets.
15. He understood everything but teaching school.
16. Having once been exiled has made President Leguia of Peru careful.

7. Clauses that Are Used as Adjectives

An *adjective clause* is one that does the work of an adjective: that is, it points out or describes a noun or

pronoun. An adjective clause is also called a *relative clause* because it is always introduced by a relative pronoun. The relative pronouns are *who*, *which*, and *that*. Note: See *Pronouns*, page 65.

The noun or pronoun in the independent clause that is modified by the adjective clause, is called the *antecedent* of the relative pronoun that introduces the adjective clause.

Examples:

1. The house that stood on the corner was burned.

The house was burned is the independent clause; *that stood on the corner* is an adjective clause introduced by the relative pronoun *that*. The antecedent of *that* is *house*; *that stood on the corner* is used as an adjective because it points out a particular house.

2. I sent the dress back to the store from which it had come.

I sent the dress back to the store is the independent clause; *from which it had come* is the relative or adjective clause introduced by the relative pronoun *which*. The antecedent of *which* is *store*; *from which it had come* is used as an adjective because it points out a particular store.

Analyze the following sentences by finding the base and added ideas of each.

1. The boy who has an honest face is trusted.

MODEL

BASE: *boy is trusted*.

MODIFIERS:

(a) *the* is a word used to point out a particular boy; therefore it is an adjective.

(b) *who has an honest face* is a clause that describes the boy; therefore it is an adjective.

2. Sancho solaced himself with that which remained in the alforjas.

3. The hostess was a dry old woman who looked like a mummy.

4. Crossing a gentle river, we approached the city between hedges and gardens in which nightingales were pouring forth their evening song.

5. I strolled to the ruins of the Moorish castle which had been reared on the ruins of a Roman fortress.

6. The market-place was beginning to throng with the populace who traffic in the abundant produce of the vega.

7. Our road passed round the Rock of the Lovers which rose in a precipice above us.

8. A solitary beggar approached who had almost the look of a pilgrim.

9. He addressed us with the grave courtesy that is characteristic of the lowest Spaniard.

10. The old man was on his way to his native place, Archidona, which was in full view on its steep and rugged mountain.

11. The inn to which he conducted us was called the Corona.

12. The Puerta del Rey was the pass by which King Ferdinand conducted his army.

13. In the time of the French invasion, Don Venletra Rodríguez surprised six troopers who were asleep.

14. The last stories were from our handsome landlady, who gave a poetical account of the infernal regions of Loxa.

15. The infantry, who lie in ambush within the defile, suffer the band of contrabandistas to pass.

16. Out of yon gate, down yon hill, paraded the band of Spanish cavaliers to make that foray during the war and conquest of Granada, which ended in the lamentable massacre among the mountains of Málaga.

These sentences came from *The Alhambra*. Take your *Alhambra* and find, in the story called "The Three Beautiful Princesses," twenty sentences that contain at least one adjective clause. Write several of them on the board, and call on your classmates to analyze them; let them

give, also, the relative pronoun that introduces each one, and its antecedent.

From the following bases build sentences by adding the modifiers indicated in the parentheses; vary the form of the phrases by letting some be introduced by an infinitive, others by a participle, and others by a preposition.

1. (*Adjective*) (*adjective*) lesson (*adj. clause*) was written (*adverb phrase*).

2. (*Adv. phrase*) he arrived (*adv. phrase*) (*adj. clause*).

3. (*Adv.*) he would take (*pos. pronoun*) seat and improvise love ditties (*adv. phrase*) (*adj. clause*).

4. (*Adj. phrase*) (*adj.*) boy saw (*adv.*) friend (*adj. clause*).

5. (*Adj.*) (*adj.*) aeroplane, Los Angeles (*adj. clause*) was seen (*adv. phrase*).

6. (*Adv.*) music (*adj. clause*) was heard (*adv. phrase*).

7. (*Adj.*) nouns (*adj. phrase*) do (*neg. adv.*) follow (*adj.*) rule (*adj. clause*).

8. (*Adj.*) (*adj.*) flowers and plants (*adj. phrase*) delight (*adj.*) tourists (*adj. clause*).

9. (*Adv. noun*) (*adj.*) (*adj.*) (*adj.*) guagua (*adj. clause*) crosses island (*adv. phrase*).

10. (*Adj.*) magazines and books (*adj. clause*) will help you (*adv. phrase*).

Insert the following clauses in sentences in such a way that they do the work of adjectives:

1. who were so glad to see us
2. in which everyone is interested
3. to whom I had spoken
4. of whom you wrote
5. who was every much surprised
6. that had been there a long time
7. with whom I visited
8. who kept up the correspondence
9. that seemed to be happy

10. in whom we placed much confidence
11. for whom they would do anything in their power
12. who came to meet the commissioner

8. Clauses that Do the Work of Adverbs

A clause that does the work of an adverb is called an *adverb clause*; therefore an adverb clause modifies a verb, an adjective, or an adverb.

Sometimes an adverb clause tells *when* the action of the main verb was performed; this is called a *clause of time*. A time clause is usually introduced by *since*, *when*, *as soon as*, *while*, etc.

A clause that tells *where* is called a *clause of place*; it is introduced by *where*, *whence*, *whither*, etc.

A clause that explains *how* the action of the main verb was performed is called a *clause of manner*; it is introduced by *as*, *as if*, *as though*, etc.

A clause that indicates *how much* is called a *clause of degree*; it is introduced by *as*, *that*.

A clause that explains *for what purpose* the action of the principal verb is performed is called a *purpose clause*; it is introduced by *so that*, *that*, *in order that*.

A clause that shows that the action of the principal verb is carried out *under certain circumstances* is called a *condition clause*; it is introduced by *if*, *since*, *as*, *unless*.

A clause that shows that the action of the principal verb is carried out *in spite of conditions or circumstances* is called a *clause of concession*, and is introduced by *although*, *though*, *yet*.

A clause that indicates the *result* of the action of the principal verb is called a *result clause*, and is introduced by *so that* and *so*.

A clause that indicates the *reason* for the action of the

principal verb is called a *cause clause*; it is introduced by *because, for, since*.

Copy the following sentences and underline the adverb clauses. Classify the clause according to the nine types explained above. Tell what word in the main clause of each sentence is modified by its respective adverb clause.

1. Our next halting-place was at Gandul, where were the remains of another Moorish castle.

2. While we were supping with our friend, we heard the notes of a guitar and the click of castanets.

3. Our horses were tethered where they might crop the herbage.

4. While we were diverting ourselves with Sancho's simple drollery, a solitary beggar approached.

5. He was crossing one of the great plains of Spain, where there were but few habitations.

6. When almost dead with hunger, he applied at the door of a country inn.

7. In the daytime the contrabandistas lie quiet in barrancas or at lonely farmhouses, where they are generally well received.

8. If they descry a sail near the shore, they make a concerted signal.

9. If the signal is answered, they descend to the shore and prepare for quick work.

10. After the smuggled goods is thrown upon the shore, the contrabandistas clatter off to the mountain.

11. They lay travellers under contribution until they have collected enough money to equip themselves in contrabandista style.

12. Sancho lamented that the expedition was drawing to a close, for he could travel to the world's end with such cavaliers.

13. No one was permitted to enter the fortress with fire-arms unless he were of a certain rank.

14. Whenever he descended into the city, it was in grand parade.

15. As they approached the gate of the city, the corporal placed the banner of the Alhambra on the pack-saddle of the mule.

16. The officer sprang forward and seized the halter of the mule, whereupon the corporal leveled his piece and shot him dead.

17. The governor despatched a message demanding the surrender of the corporal, as to him alone belonged the right of sitting in judgment on the offences of those who were under his command.

18. The corporal was put in the chapel of the prison that he might meditate on his approaching end.

19. The escribano had a downcast, dogged look, as if he still felt the halter around his neck.

20. The escribano should not have been too certain of his safety, even though he had the law on his side.

Give the bases and modifiers of the sentences in the preceding exercises using the model given below:

1. As they approached the gate of the city, the corporal placed the banner of the Alhambra on the pack-saddle of one of the mules.

MODEL

BASE: *corporal placed banner.*

MODIFIERS:

(a) *as they approached the gate of the city*, a clause that tells when the *banner* was placed; therefore it is used as an adverb.

(b) *of the Alhambra*, a prepositional phrase that describes the *banner*; therefore it is an adjective.

(c) *on the pack-saddle* is a prepositional phrase that tells where the *banner* was placed; therefore it is an adverb.

(d) *of one of the mules* is a prepositional phrase that describes the *pack-saddle*; therefore it is an adjective.

Find in *Treasure Island*, or *The Alhambra*, twenty sentences to read in class; let each sentence contain at least one adverbial clause. Read your sentences to your classmates, calling on different ones to give the base of each sentence.

PART TWO

SECTION A — VERBAL ERRORS

1. Verbs often Wrongly Used because some of their Forms are Similar

Arouse and arose

Arouse is a verb meaning “to excite to action from a state of rest; to stir; to rouse.” It is a regular verb; its principal parts are *arouse*, *aroused*, *aroused*.

Examples:

1. The whole country was aroused by the cruelty of the Turks in Armenia.
2. I had not intended to arouse his anger.
3. He is always very difficult to arouse from sleep.

Arose is the past tense of the verb *arise*. It is irregular, its principal parts being *arise*, *arose*, *arisen*. It means “to ascend, to rise; to come into action, being, or notice.”

Examples:

1. Jane arose at the usual hour.
2. Napoleon's star arose when he married Josephine.
3. There arose a great cry from the people when the roof of the burning house fell.

Fill the blanks in the following sentences with the correct form of *arouse* or *arise*:

1. The editor —— from his chair.
2. The Proclamation of Emancipation —— much feeling.
3. She seemed much —— by the news.

4. A demand suddenly — for yeast and raisins after the prohibition amendment passed.
5. War always — patriotism.
6. All this has — from the fact that John did not tell the truth in the beginning.
7. The whole country was — by the news of Lindbergh's flight.
8. She was so tired and sleepy that I did not — her for lunch.
9. The senator — to open the meeting.
10. Although very sleepy, I was thoroughly — by the clamor in the street.
11. The sun — on a scene of desolation.
12. Had you — when your sister arrived?
13. The neighborhood was greatly — when it learned the truth.

Feel, fall, fill

Principal parts:

To feel: feel, felt, felt.

To fall: fall, fell, fallen.

To fill: fill, filled, filled.

The following sentences illustrate the correct use of these verbs:

1. We sometimes feel discouraged.
2. She filled the water bottle.
3. He felt ashamed of his work.
4. Antony fell in love with Cleopatra.
5. The carpenter fell from the second story.
6. We feel pity for old age.
7. She feels cold after getting wet.
8. I had never felt so sorry.
9. Do you believe in falling in love at first sight?
10. Mary fills the filter every day.
11. It has fallen on the floor.
12. Lancelot and Guinevere had fallen in love with each other before she saw the King.

Notice especially the idiom *to fall in love*; it is probably with this idiom that most mistakes in these verbs are made.

1. He falls in love easily.
2. He fell in love at first sight.
3. He has fallen in love again.
4. He will fall in love many times.
5. He seems to be falling in love.
6. He had fallen in love four times before he met his "fate."

Fill the blanks in the following practice sentences with some form of *feel*, *fall*, *fill*:

1. The servant —— the dishes with beans and rice.
2. Is it possible John —— —— in love again?
3. Her eyes —— with tears.
4. I —— sick all day.
5. Mary is —— her fountain pen.
6. He had —— upon his face.
7. I had to —— my way in the dark.
8. Gareth —— in love with Lynette.
9. The baby always —— asleep easily.
10. I —— asleep at ten o'clock.
11. She —— downstairs and broke her arm.
12. I —— glad when I heard that the void in my friend's life was —— because she had —— in love.
13. Just —— his muscle!
14. —— the lamps.
15. Diogenes —— into a well.
16. Night is ——.
17. We were —— blue on account of the rain.
18. I have always —— thankful that George Washington was an American.
19. The cashier —— in the check for me.
20. The darkness was so dense that it almost could be ——.

Proceed and precede

Proceed means "to go, pass, or move forward or onward; to issue or come forth as from a source; to emanate." Its principal parts are *proceed, proceeded, proceeded*.

Precede means "to be or go before in rank, importance, or order." Its principal parts are *precede, preceded, preceded*.

Examples:

1. This rule proceeds from the fact that there is a great deal of tardiness in the school.
2. The work that is carefully planned proceeds smoothly.
3. In my opinion, oral English should precede written English.
4. At a diplomatic function in Washington, the President precedes the others from the room.

Fill the blanks with forms of *proceed* and *precede*:

1. Should the study of common fractions — that of decimal fractions?
2. The professor — to explain the work fully.
3. A gentleman should let a woman — him in getting into a *guagua* and should — her in getting down from it.
4. — with your work.
5. Accomplishment should — enjoyment.

Led, left, let

Led is the past tense of the verb *to lead*. The principal parts are *lead, led, led*. It means "to guide as with the hand; to show the way by going with."

Left is the past tense of the verb *to leave*. The principal parts are *leave, left, left*. It means "to cause or to allow to remain; to let be without interference; to withdraw or depart from; to cease from, desist from, stop."

Let is a verb, the same in all its principal parts: *let, let,*

let. It means "to permit or allow." It is sometimes used with the meaning of "to rent, to lease, or to hire."

Examples:

1. The guide led us by the shortest route.
2. A dog led the blind man to his home.
3. The children were left alone.
4. Have you left school?
5. The boys left off shooting at the birds when they saw me coming.
6. Mr. James has a house to let.
7. Will your mother let you go?

Fill the blanks with forms of *lead*, *leave* or *let*:

1. Will she —— you hear her practice her song?
2. I —— home at three.
3. Where have you —— me?
4. The hen —— her nest full of eggs.
5. There is a store to —— in this neighborhood.
6. The teacher —— her pupils to appreciate Shakespeare.
7. The dead man had —— a useful life.
8. He —— a fortune to his family when he died.
9. We should not —— our pupils be careless in their work.
10. They —— me alone in the woods.

One source of confusion of *left* and *let* is that one verb in Spanish ("dejar") expresses both. In English, *left* may never mean "to allow or to let."

Being and been

Being is the present participle of the verb *to be*.

Been is the past participle of that verb.

Being is used (a) to form the progressive tenses of *to be*; (b) to introduce participial phrases.

Been is used (a) to form the passive voice of the perfect tenses of all verbs, and (b) the perfect tenses of the verb *to be*.

Examples:

Being. (a) James is being a good boy today.

(b) The boy, being sorry for what he had done, asked forgiveness.

Been. (a) He has been told several times. He will have been told before he comes. He had been told often before he came.

(b) He has been sick. He had been sick.

Correct the following sentences if they are incorrect:

1. He had being here.
2. They had been gone an hour.
3. I have being late twice.
4. The house, being painted green, looked very pretty behind the bushes.
5. Maria has being ready for some time.

Use *been* in five sentences.

Use *being* in five sentences.

2. Verbs Confused Because of Similarity in Meaning

Say and tell

Some verbs are confused in use due to similarity of meaning. The verbs *say* and *tell* are very often so confused.

The verb *tell* is used when its *direct object* (which is usually a noun clause) is accompanied by an *indirect object* either expressed or understood.

Examples:

1. He told *me* that he would go.

Analysis: *that he would go* is a noun clause, direct object of the verb *told*; *me* is the indirect object of the same verb.

2. She went without telling her mother that she was going.

Analysis: *that she was going* is a noun clause, direct object of the gerund *telling*; *mother* is the indirect object of the gerund.

The verb *say* is used when the direct object is not accompanied by an indirect object, expressed or understood.

Examples:

1. He said that he would go.

Analysis: *that he would go* is a noun clause, object of the verb *said*; there is no indirect object.

2. She went without saying anything.

Analysis: *anything* is the direct object of the gerund *saying*; there is no indirect object.

3. "I am not going," said John.

Analysis: *I am not going* is a noun clause direct object of the verb *said*; there is no indirect object.

Fill the blanks in the following sentences with some form of *say* or *tell*:

1. I will —— you the truth.
2. Have you —— him the news yet?
3. I won't —— anything about it.
4. —— me all you heard.
5. What did he ——?
6. He —— that he could not come tonight.
7. Have you —— the news?
8. No one has —— me.
9. She came in without —— a word.
10. She went out without —— anyone goodbye.

Analyze, according to model given above, these sentences:

1. Did she tell you that she was tired?
2. She did not say anything about it.

Write and analyze:

1. Five sentences using some form of *tell*.
2. Five sentences using some form of *say*.

Sometimes the direct object of *tell* is understood; then the indirect object stands alone.

Examples:

Have you told him? (the news, what I told you, what you told me, etc., understood.)

Accept and agree

Correct use of *accept*. Webster gives this definition: "to receive a thing offered with a consenting mind; to receive with favor; approve; to assent to."

Accept is *always* a *transitive verb*. Its direct object must always be expressed.

Examples:

1. The trustees offered Miss Jiménez a school and she accepted their offer.
2. Johnson accepted the publishers' proposition promptly.

Correct use of *agree*. Webster gives this definition: "to yield assent or favor; consent; accede; to come to terms or a common resolve; to exchange promises."

Agree is *always* *intransitive*, which means that it *never* takes a direct object.

Examples:

1. He agreed to go.
2. I will agree on certain conditions.
3. They will agree at once.

Correct the sentences that are not right; some are already correct:

1. Will you accept to come?
2. I cannot agree this plan.
3. Does he agree to the proposition?
4. Yes, he accepts the proposition.
5. Did John accept the gift?
6. The champion was challenged but he did not accept.
7. Do you accept?
8. I cannot agree.
9. I agree with you.
10. James accepted and now he has to go.

Use the correct form of *accept* or *agree*:

1. I could not —— the position, but I —— to send someone else.
2. Your plan seems good, but I cannot —— it.
3. Yes, I ——.
4. I —— to the plan.
5. Mary did not —— the school because she could not —— to leave home.
6. Has he —— the appointment?
7. She —— to go.
8. We —— the decision.
9. They —— to meet here.
10. We all ——.

Deny and refuse

To deny means "to declare to be untrue; to refuse to acknowledge, to disown; to answer an accusation in the negative."

To refuse means "to decline to do, to decline to permit, or to decline to yield; to reject."

Study the following sentences:

1. Our petition was refused.
2. The prisoner denied his guilt.
3. We denied participation in the strike.
4. He refused to take part in the exercises.

Fill the blanks with a form of *deny* or *refuse*:

1. John —— to go.
2. Mary —— to answer.
3. John —— that he had thought of going.
4. The judge —— all knowledge of the case.
5. She —— her consent.
6. She —— to give her consent.
7. The man —— to tell all he knew about the crime.
8. All information was —— us.

Dare and risk

To dare means “to have courage to do something; to be bold enough to do something.”

To risk means “to expose one’s self or property to a chance of injury or danger.”

These sentences illustrate the correct use:

1. He risked his life to save his friend.
2. I would not dare to ride on an elephant.
3. Mr. Brown risked his whole fortune on a speculation.
4. Would you dare to go up in an airplane?

Fill the blanks with forms of *dare* or *risk*:

1. No one —— to answer the questions.
2. Nathan Hale —— his life for his country.
3. Did he —— to say such a thing?
4. Would you —— to —— your life in that adventure?
5. Byrd —— the loss of his plane when he came down in the ocean.

Win, earn and gain

To win means “to succeed against competitors; to obtain or achieve by persistence or struggle.”

Examples:

1. Washington won a victory at Trenton.
2. Who will win the English prize?

To earn means "to receive as a just recompense for service or labor."

Examples:

1. A carpenter earns six dollars a day.
2. He has done nothing to earn his bad reputation.

To gain means "to secure as profit; to get; to make progress."

Fill the following blanks with a form of *win*, *earn*, or *gain*:

1. The general —— a great advantage.
2. He —— \$500 at the races.
3. He could not —— so much in three months.
4. Who —— the prize?
5. George —— the prize but Henry really —— it.
6. Hurrah, 'tis done! The field is ——.
7. Foch did not —— much ground during the first part of the war.
8. Did he —— or lose on the transaction?

Remind and remember

Remind means "to put (one) in mind of something; cause to remember."

Remember means "to have (an idea) come into the mind again; to think of again, to recollect."

The following sentences are correct:

1. I remember the day very well.
2. I can remember faces but not names.
3. Can you remember dates?
4. The expression *remember me to your family* is an idiom that corresponds to the Spanish "Recuerdos a la familia."
5. I tied a string on my finger to remind me to buy a paper of pins today.
6. Of what does the date 1776 remind you?

7. We do not like to be reminded of our faults.
8. Although my mother often reminds me, I can never remember to water the plants.

Fill the blanks with forms of *remind* or *remember*:

1. — me to go to the Post-office.
2. Do you — the name of the new bishop?
3. "— now thy Creator in the days of thy youth."
4. That — me; I must buy a loaf of bread.
5. Does Mr. Gay — you of anyone?
6. Yes, he — me very much of Mr. Bass.
7. Gareth — the promise he had made his mother.
8. Will you — me of my mother's errand if I forget?
9. Who — the last stanza of "The Chambered Nautilus"?
10. That flower always — me of Christmas.

Steal and rob

To steal means "to take away from another's possession without right, secretly."

To rob means "to carry away property of another without right, *by violence*."

Examples of correct use:

1. The thief came through the dining-room window and stole the silver.
2. Masked men stopped the train and robbed the passengers.

Fill the blanks in the following sentences:

1. An old man was set upon in the road by bandits who — him of all he had.
2. In all large railroad stations notices are posted warning travelers to beware of pickpockets who may — their purses.
3. "Who — my purse, — trash."
4. The bandits killed the express messenger after — the mail bags of all registered mail.

Enjoy and please

To enjoy anything means "to experience joy or pleasure in it."

To please means "to give pleasure to, to be agreeable to."

Study the use of these verbs in the sentences that follow:

1. I enjoyed the music; (*not*, the music enjoyed me).
2. The music pleased me very much.
3. Did you enjoy the party last night?
4. We were pleased by the news.
5. The news pleased us.

Fill the blanks with forms of *enjoy* or *please*:

1. The governor was —— by the way the people received him.
2. We all —— his speech. It —— everyone.
3. Do you —— this climate?
4. What —— me most is the delightful breeze that always blows.
5. Did you —— the concert? Very much; the harp solo —— me more than anything else.

3. Verbs Confused with Nouns and Adjectives of Similar Form and Related Meaning**Advice and advise**

Advice is always a *noun*; *advise* is a *verb*.

The following sentences are correct:

1. Try to give good advice.
2. I advise you to study for examinations.
3. It is easier to give advice than to follow it.
4. He advised me to hurry.

Fill the blanks in the following sentences with *advice* or *advise*:

1. Why didn't you take my ——?
2. He —— me to come but I decided to stay.
3. To —— is easy; to take —— is sometimes hard.
4. What would you —— in this case?
5. She was —— by her friends to accept the appointment.

Safe, save, savings and safety

Safe is an adjective; *save* is a verb.

Savings means "amount not expended but put away."

Safety is the noun that means "condition of being safe."

Fill the blanks in the following sentences with *safe*, *save*, *savings*, or *safety*:

1. Horace has all his —— invested in tobacco.
2. Is this a —— road?
3. We can travel by night in Porto Rico in absolute ——.
4. How much of your salary can you ——?
5. Lindbergh crossed the ocean in ——.
6. It is not —— to put too much confidence in others.
7. John's —— amounted to \$5,000 when he was thirty years old.
8. Everyone should —— for a —— old age.

Proof and prove

Noun, *proof*; verb, to *prove*.

Plural, *proofs*.

Principal parts, *prove*, *proved*, *proved*.

Practice sentences:

1. The proof of the pudding is in the eating.
2. I proved my point.
3. How did you prove that problem?
4. What proof have you that you are right?
5. The proofs were authentic.
6. I can prove my theory.

Remember, *verb* contains *v*; so does the verb *prove*.

Fill these blanks with correct forms of *proof* or *prove*:

1. Did your solution — to be right?
2. Give me your —.
3. The best way to — the value of a thing is to try it.
4. The — was accepted.
5. James — to be a good student.
6. The prisoner protested that he could — his innocence, but his — were not accepted.

Strive and strife

Strive is a verb; *strife* is a noun.

These sentences are correct:

1. Strive to do good.
2. He fell in the midst of the strife.
3. Mabel is tired of the strife of life.
4. We must always strive to do our best.

Fill the blanks with proper forms of *strife* and *strive*:

1. It is discouraging to — so hard and receive no reward.
2. The — at the bridge between the two forces continued all day.
3. Why —?
4. The weakest had fallen before the real — began.
5. The brave captain was always found where the — was thickest.

Life, live and living

Live is a verb; *life* is a noun; *living* may be the present participle of *live*, and is used either as a noun (gerund) or as an adjective.

Study the use of those words in these sentences:

1. Where do you live?
2. Life is short.
3. Do you want to live to be old?
4. Living expenses are high in Havana.
5. Does Mary earn her own living?

Fill the blanks with the correct forms of *life*, *live*, or *living*:

1. She —— in Texas where —— is cheap.
2. Where was Harold —— when you saw him last?
3. He has worked for his —— ever since he was a child.
4. —— in the city is hurried.
5. Have you —— in San Juan long?
6. I should like to —— in Italy for a year.
7. —— in Mexico, I became familiar with the customs.
8. "It is not all of —— to ——, nor all of death, to die."

Belief and believe

Belief is a noun; *believe* is a verb.

The plural of *belief* is *beliefs*.

The principal parts of the verb *to believe* are *believe*, *believed*, *believed*.

Practice sentences:

1. I believe in the future of Porto Rico.
2. The governor believes we will have statehood before many years.
3. It is my belief that reading books is the best way to acquire a vocabulary in any language.
4. His statement was not believed.
5. After hearing the witnesses, I could not believe in his innocence.
6. My belief changed to doubt.

Fill the blanks in the following sentences with the proper forms of *believe* and *belief*:

1. I —— what you say.
2. What is your religious ——?
3. My —— is that you are honest.
4. Can you —— what he says?
5. Don't —— everything you hear.

6. This report has shaken my —— in his honesty.
7. Do you —— in evolution?

**4. Verbs That Change from *d* in the Present
to *t* in the Past**

<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
spend	spent	spent
lend	lent	lent
rend	rent	rent
bend	bent	bent
send	sent	sent
build	built	built

Perhaps it is because we know that the present tense of a verb usually ends in *d* that so many people are confused and use the present for the past, and vice-versa.

1. I *sent* the letter yesterday; tomorrow I shall *send* another.
2. James is very generous: he would *lend* his last cent.
3. Mrs. Briggs *lent* me her hat.
4. The tree *bends* in the strong winds.
5. Yesterday it *bent* almost to the ground.
6. Do not *spend* your money foolishly.
7. After it is *spent* you will be sorry.
8. The School of Tropical Medicine was *built* in 1925.
9. The boy had been *sent* to school, but went to play ball.
10. I *send* my children to the Practice School; Mr. Hernández *sends* his to the Hawthorne.
11. The lion *rends* his victim limb from limb.

Fill the blanks in these sentences with the correct forms of *spend*, *lend*, *rend*, *bend*, *send*, or *build*:

1. —— your house very carefully.
2. The boy —— his pencil to me yesterday.
3. I always —— my vacation in the country.
4. The capitol is —— of white Georgia marble.
5. The bamboo is easy to —— but it is hard to break.

6. This house was —— before that one.
7. I —— my servant to market every day.
8. I —— her yesterday as usual and she —— 96 cents.
9. Will you —— me your pencil?
10. The house was —— right on the road.
11. The old man's body is —— with age.
12. Can your little sister —— a castle with her blocks?

5. Effect of Auxiliary on Form of Main Verb

Let the auxiliary verb do the work. In the Practice School at Rio Piedras, the critic teacher has an easy time — theoretically, at least. She has nothing to do but supervise the practice teachers, who do the teaching. We may compare the critic teacher to the verb, and the practice teacher to the auxiliary that helps the verb, because the auxiliary always expresses the tense of the verb and the main verb, like the critic teacher, sits still and does nothing. So, remember, in the simple tenses, present, past and future, when there is an auxiliary, the main verb keeps always the form of the infinitive, remaining unchanged no matter what the tense may be. For example, the infinitive of the verb *go* is *to go*; with auxiliaries we would say: *will go*; *did go*; *does go*; *do go*; *may go*; *might go*; *should go*; *would go*; *can go*.

The following sentences are therefore correct:

1. He does not like to be late.
2. I will come if I can.
3. He could read the notice at a great distance.
4. They could see through the window.
5. He can run a mile.
6. I did not think of it.
7. Will they be here tomorrow?
8. Did you bring your books?
9. No, I did not think it would be necessary.

Choose the correct form from each parenthesis:

1. Did he (*come, came*) on time yesterday?
2. Does Mary (*think, thinks*) the book good?
3. The athlete (*run, runs*) for practice every day; he can (*run, runs*) a quarter of a mile in 56 seconds. Did he (*run, ran*) in the tournament last week?
4. Doesn't Janet (*want, wants*) to go? No, she did *want, wanted*) to go until today when she decided to stay.
5. We must always (*try, tried*) to do our best.
6. Did the aviators (*reach, reached*) Buenos Aires on time?
7. The same pilot does not (*expect, expects*) to make the return voyage. He (*expects, expect*) to remain in South America.
8. Did Harold (*write, wrote*) his work well?
9. Yes, he always (*writes, write*) carefully.

6. Will and would

Some mistakes in English are made because *will* is often used when *would* is correct.

The following sentences are correct:

1. He said that he would go.
2. She says that she will go.
3. Mrs. Baker promised that she would come.
4. She promises that she will come.

Notice that in this construction (a noun clause used as direct object) when the principal verb of the sentence is in the present tense, it is followed by *will* in the noun clause; when the principal verb is in the past tense, it is followed by *would*.

Fill the blanks in the following sentences with *will* and *would*:

1. He declared that he —— not forget.
2. She often promises that which she —— never do.
3. Mrs. Williams says that she —— try to come.

4. Did Dr. Brown leave word that he —— come again today?
5. Do you think that you —— hear from James before Christmas?

7. Uses of the Past Participle

The past participle is used to form the compound tenses: present perfect, past perfect, future perfect.

Examples:

(a) Present perfect of the verb *to live*:

Singular: I have lived.

You have lived.

He, she, it has lived.

Plural: We, you, they have lived.

(b) Past perfect of the verb *to live*:

Singular: I had lived.

You had lived.

He, she, it had lived.

Plural: We, you, they had lived.

(c) Future perfect of *to live*:

Singular: I shall have lived.

You will have lived.

He, she, it will have lived.

Plural: We shall have lived.

You will have lived.

They will have lived.

The past participle is used to form the passive voice in any tense of any verb.

Examples:

1. I have been told the truth.
2. He has been seen here frequently.
3. May is known by her stories.
4. He was married three weeks ago.

The past participle is used to form the passive voice of an infinitive, present or perfect.

Examples:

1. It is dangerous to be found here at night.
2. He was believed to have been hurt internally.

The past participle may be used to introduce a participial phrase.

Examples:

1. The vase, broken by the fall, remained in fragments on the floor.
2. The general, disappointed by the non-arrival of his support, retired to a fortified position.
3. The moon rose, encircled by a misty halo.

The past participle may be used as an adjective.

Examples:

1. He shook his fist at the surprised agent.
2. The murdered man was buried the next day.
3. Mary was as wet as a drowned rat when she arrived.

8. The Third Person Singular

It seems strange, when there are in English so few verbal endings to remember, compared with the number in Spanish, that it should be so hard to keep in mind that the *third person singular of the present tense of an English verb ends with s*.

Remember to write:

1. The hat looks well on the girl.
2. The tall grass waves in the wind.
3. The star shines through my window.
4. The dog enjoys his bone.

Write the correct form of the verb in the following blanks:

1. The wind —— among the branches.
2. The coquíes —— all night.
3. The lambs —— for their mother.
4. A big frog —— in a pond near my home.
5. Mary —— the piano with expression.
6. History —— many instances of ingratitude.

Change the following plural subjects and verbs to the singular:

1. The boys like to play tennis.
2. The leaves fall from the trees.
3. Why do the cars turn at this corner?
4. The books lie on the table.
5. The baskets are full of mangoes.

Complete the following sentences:

1. —— eat hay and grain.
2. —— climbs the mountain.
3. —— comes out to watch us as we pass.
4. —— run quickly away.
5. —— fall slowly to the ground.
6. —— cluck to their chickens.
7. —— crows in the night.
8. —— blows his horn.
9. —— takes off his hat.
10. —— fills the bottles with milk.

9. The Infinitive

The infinitive has three forms; namely, the simple infinitive, as in the sentence *I like to run*; the passive infinitive, as in *He expected to be killed*; and the perfect infinitive, as in *He ought to have come sooner*.

We use the simple infinitive much oftener than any other form. It always takes the form we know as the present tense; as, *to kill*, *to run*, *to sell*, *to go*. It is very incorrect to use "to killed," or "to expected," etc. The perfect and passive infinitives are written with the past participle and infinitive of the auxiliary *to have* for the perfect, and *to be* for the passive. (Remember the uses of the past participle.)

Write the correct form of the infinitive in the following sentences:

1. He said that he wanted (*die*).
2. The enemy was reported (*come*) nearer during the night.
3. In the north, the leaves begin (*turn brown*) in September.
4. The lizard tries (*catch*) flies and ants for his supper.
5. She had not expected (*met*) by anyone.
6. John determined (*raise*) chickens for a living.
7. The robber was determined not (*take*) alive by the officers.
8. She came on purpose (*have*) a good time.
9. James expected (*stop*) by the detectives before he reached the frontier.
10. I hoped (*hear*) from her before now.

10. Verbal Consistency

We all know that in a narration of events that took place in the past, the verbs used should be in the past tense; however, in outlines and synopses of stories it is correct to put the verbs in the present tense, if one wishes. The only thing to remember is that if one begins his outline or synopsis with the verbs in the present tense, he must keep to the present tense throughout; while, if his verbs are, at the beginning, in the past tense, it would be very incorrect and inconsistent to mingle verbs in the present tense with those in the past tense, in the course of the outline or synopsis.

Examples:

1. Rip Van Winkle, finding everything strange, decides to return to the village.

2. On the way he meets a number of people who look at him strangely.

Or:

1. Rip Van Winkle, finding everything strange, decided to return to the village.

2. On the way he met a number of people who looked at him curiously.

SECTION B — PREPOSITIONAL ERRORS

1. Prepositions Incorrectly Used with Verbs that Take No Preposition

We often hear Spanish-speaking people say "I entered to the church," or "I approached to the teacher."

The correct forms would be *I entered the church*; *I approached the teacher*.

These mistakes are made because the verbs *approach* and *enter*, in Spanish, should be followed by a preposition.

Other verbs of this type are: *marry*, *oppose*, *ask*, *reach*, and *abuse*.

The following examples are correct:

1. I reached San Juan at ten o'clock.

2. Jim vigorously opposed the plan.

3. Mabel asked her mother to let her go too.

4. Mr. Brown married Miss Annette Jason yesterday. (We can also say, "Mr. Brown was married to Miss Jason"; in this case, what difference do you notice in the verb?)

5. Any boy that abuses a smaller one is a coward.

Correct the sentences that are not idiomatic:

1. Mr. Miller said that he would oppose to the governor in this matter.

2. Henry never abuses his younger friends.
3. Did Sally enter the house at once?
4. Bob always asks to his father permission.
5. Roosevelt's oldest daughter married with a congressman.
6. We were a little afraid when we approached to the presence of the king and queen.
7. Henry asked to William whether he intended to go to the dance.
8. Did you reach home before the rain?
9. Do not enter to the schoolroom yet.
10. I am forced to oppose him in this matter.
11. Sam is always abusing with the little boys.
12. We reached to the city on time.

2. Unidiomatic Expressions Due to the Use of the Wrong Preposition

We should say:

1. Kind *to* and not kind *with*.
Example: The teacher is kind to her pupils.
2. To liberate *from* prison, instead of to liberate *of* prison.
Example: The man completed his three-year sentence and was liberated from prison.
3. In love *with*, and not in love *of*.
Example: Lancelot was in love with Guinevere.
4. To pass *over* a bridge, and not *by* or *through* a bridge.
Example: The train passed safely over the bridge.
5. Taxes imposed *on*, instead of imposed *to*.
Example: Heavy taxes were imposed on the people.
6. Classified *as* G, and not *in* G.
Example: Last year I was classified as G.
7. Base opinion *on* and not *in*.
Example: She based her opinion on what she read.
8. Think *of* and not *in*.
Example: Do not think of this as trouble for me.

9. Dream *of* or *about*, but not *in* or *with*.

Example: Of what did you dream last night?

10. Astonished *at*, and not *of*.

Example: We were astonished at the news.

11. In exchange *for*, and not in exchange *of*.

Example: I will give you this pen in exchange for that one.

12. Declare war *on*, instead of *to*.

Example: England declared war on Germany.

13. Related *to*, instead of related *with*.

Example: This question is not related to that.

14. Deal *in* an article, instead of deal *on* an article.

Example: Mr. Crandall deals in rice.

15. Good *for* something, not *to*.

Example: The ordinance was good for the town.

Fill the blanks in the following sentences:

1. Lindbergh passed — the ocean.

2. Mr. Helder deals — grains of all kinds.

3. Mrs. Díaz was classified — E.

4. It is not good — you to study too late.

5. He said that he based his opinion — the fact that the supervisor never visited him.

6. The new teacher is in love — my sister.

7. After a long time, Bob was liberated — the bandits.

8. The step-mother is often unkind — her husband's children.

9. Last night I dreamed — Mary, and she dreamed — me.

10. I was greatly surprised — the decision.

11. This idea is closely related — my argument.

12. Turkey declared war — Greece.

13. Clarence gave Allen his hat in exchange — Allen's cap.

14. Heavy taxes will be imposed — the owners of cars.

15. It makes me angry to think — those events.

3. Cases in Which the Preposition Changes the Meaning of the Verb

The verb *look* depends for its meaning on the preposition that follows it.

To look at means "to examine; to direct the eyes at anyone or anything for the purpose of seeing."

To look toward means "to direct the eyes in the general direction of anyone or anything."

To look over means "to examine; to inspect."

To look to means "to expect or anticipate something from someone."

To look, without a preposition, means "to seem; to express an emotion or feeling by a look."

Examples:

1. I looked at fireless cookers today at "Los Muchachos."
2. I looked at John intently, but he did not see me.
3. The light hurts my eyes when I look toward a window.
4. I could look over the city from the airplane.
5. I look to you for help and cooperation.
6. He looks well.
7. Mary looked her surprise.

Fill the blanks with the correct prepositions:

1. Have you looked —— the papers?
2. Our pupils look —— us for inspiration.
3. Look —— the mantones when you go to González Padín.
4. I looked —— the direction from which I heard the voice.
5. One can look —— a large part of Porto Rico from the summit of El Yunque.
6. I looked —— the beads for a long time before I chose this string.

Write ten sentences that illustrate the uses of the verb *look* without a preposition.

SECTION C — PRONOMINAL ERRORS

1. The Personal Pronoun

In Spanish, it is quite proper to refer to people as *this* and *that*. “Vino a ver a ésta,” “Éste no quiere ir,” etc. But in English this cannot be done. We must use personal pronouns when we refer to people. The demonstrative pronouns refer only to *things*. “I came to see *these*,” (indicating books); and “*This* is the one I want,” (indicating an article in a store) are correct forms.

Fill each blank with a suitable pronoun:

1. I brought the roses to —.
2. I came to see — but — is not here.
3. Give the letter to —.
4. I have two brothers, John and Edward; the — is at home but the latter is in Europe.
5. Mary has two sisters; Kate and Rachel; Rachel is here but the — is in New York.

2. The Possessive Pronoun

The special difficulty with the possessive pronoun arises from the fact that in Spanish any modifier must agree with the noun modified. So we find such mistakes as these that follow: *Mary went to meet his father* (Mary's father). *Susana has lost his book* (Susana's book).

Book and *father* are masculine gender, in Spanish, and unconsciously, in English, masculine gender is associated with the words, and the pronouns modifying them are given masculine gender also. Remember that in *English* the possessive pronoun takes the gender of *the one who possesses* and *not* of the thing possessed.

Fill these blanks:

1. Henry has lost — pen.
2. She obeys — father.

3. John is very respectful to —— mother.
4. Isabel has forgotten —— pencil.
5. William is interested in —— work.
6. He never neglects —— sister.
7. Juana goes riding every day on —— horse.
8. The professor is awaiting for —— wife.
9. The girl is combing —— hair.

3. The Superfluous Use of *it*

The mistake found in the following sentence is a common one: "She possessed an attraction which I do not know how to define *it*."

Why is this wrong? Analysis of the relative clause will show that the infinitive has two objects both meaning the same thing — *which* and *it*; this is unnecessary of course, and results in a sentence that not only sounds awkward, but which is grammatically incorrect. The correct form is *She possessed an attraction which I do not know how to define*.

Another typical and awkward construction involving the pronoun *it* is the following: "It is found in it short stories." In this type of sentence the subject should always come first, and the correct form would be *Short stories are found in it*.

A safe rule to follow is to strive to express our thoughts in the *simplest* way, with the *simplest* words.

SECTION D — UNIDIOMATIC CONSTRUCTIONS

1. The Use of a Noun Clause After Such Verbs as *Allow*, *Like*, and *Want* Instead of an Infinitive Phrase

An infinitive phrase should be used after such verbs as *let*, *allow*, *like*, and *want* instead of a noun clause.

"He wanted that Hilary should go" is awkward and

unidiomatic. *He wanted Hilary to go* is the idiomatic construction.

Write the following sentences idiomatically:

1. I can't allow that you should come late every day.
2. I like that the school-yard should be attractive with flowers.
3. Mrs. Blanton didn't want that her son John should study agriculture.
4. I cannot permit that the cows eat the plants.
5. Jane wants that we should dismiss her at two o'clock.

2. The Use of a Gerund Phrase When an Infinitive Phrase Would Be Correct

Examples of this type of error: "He was anxious of having a good report." "Martha was able of doing better work." The correct forms would be *He was anxious to have a good report; Martha was able to do better work.*

Fill the blanks with the verb enclosed in parentheses, using the proper construction:

1. We should desire (*do*) our best at all times.
2. Helen hopes to be able (*secure*) a good position.
3. Do not be satisfied (*do*) less than your best.
4. James is impatient (*begin*) his school work.
5. Maud is not willing (*join*) the club.

3. The Use of the Infinitive After the Verbs *Make* (When *Make* Means *Render*), *Let*, *Think*, *Believe*, *Consider* and Equivalents

These sentences are idiomatic:

1. Lindbergh's flight made him popular.
2. I believe Mr. Hudson a good man.

Correct the expressions that are unidiomatic:

1. Do you consider this to be the best one?
2. I've always believed him honest.

3. Jim Hawkin at first thought Silver a good man.
4. Mr. Farr's charitable deeds made him to be loved by all the town.
5. I don't consider this house to be safe.

4. Condition Contrary to Fact in Past Time

People whose native idiom is Spanish very often resort to an awkward construction in English to express condition contrary to fact in past time. This is due, of course, to the influence of Spanish, in which the subjunctive is used in similar constructions. The following sentences are illustrative of that awkward and unidiomatic construction so often found:

1. If she *would have decided* sooner, she might have gone.
2. If the story *would have ended* at a different place, it would have been more artistic.

The correct forms would be:

If she had decided sooner, etc.; If the story had ended, etc.

In these sentences, *had ended* and *had decided* are subjunctive forms, but it just happens that this tense, (the past perfect) is the same in both indicative and subjunctive.

Correct the following sentences:

1. If father would not have forbidden it, I would have gone up in the airplane.
2. I should have come, if Mary would not have gone away.
3. If he would have been careful, he would not have been hurt.
4. Marvin would have believed what you said if Richard would not have told him it was not true.
5. The flowers would not have faded if you would not have forgotten to water them.

SECTION E — THE DEMONSTRATIVE ADJECTIVES

In Spanish the adjective agrees in number with the noun it modifies; descriptive, limiting, demonstrative adjectives all have to agree with their respective nouns. It should be easy to remember that in English, *only* the demonstrative adjectives must agree with their nouns, in number. The demonstrative adjectives are *this* and *that*; before plural nouns these adjectives change to *these* and *those*.

Examples:

1. This plan, these plans.
2. This idea, these ideas.
3. That invention, those inventions.
4. That book, those books.

Be sure to pronounce *this* and *these* correctly; the *i* in *this* is short, and the word should rhyme with *hiss*; the first *e* of *these* is long, and the word rhymes with *bees*. If you accustom yourself to an accurate pronunciation of these two words, you will not be so likely to confuse their use.

Put the proper form of *this* or *that* in the blanks:

- books here on my desk.
- rose in the garden.
- flowers in your vase.
- plan of the king.
- plans for today's lesson.
- house on the hill.
- papers over there on the floor.
- shoes you have on.
- shoes I have on.
- pencil I use.
- ideas of John.

- wishes of mine.
- desk over there.
- men going by the church.
- Knights of the Round Table.
- difficult lesson last week.
- long assignments today.

And above all, remember to use —— forms correctly when you are writing or speaking —— language.

SECTION F — THE DIVISION OF WORDS AT THE END OF A LINE

One of the most common sources of error in writing English is that of dividing words wrongly at the end of a line.

To avoid this error, two things are necessary:

1. An understanding of the principal rules of syllabication in English.
2. To remember that words are only divided *between syllables*, and that, therefore, a word of one syllable cannot be divided at all.

Syllabication

The following general rules should always be observed:

1. Words ending in *ing* may be divided before the suffix, unless the consonant has been doubled. Examples: *walk-ing*; *run-ning*.
2. The suffix *ed* may be carried over at the end of a line if it is accented. Examples: *intend-ed*; *surround-ed*; but *hoped* and *wished* cannot be divided, because they are pronounced as one syllable.
3. When two consonants occur in the middle of a word, if one is pronounced with one syllable and one with another, the word may be divided between them. Examples: *let-ter*; *lit-tle*; *writ-ten*; *ham-mer*.

4. When two consonants occurring together in a word belong both to the same syllable, they must both go with the syllable in which they are pronounced. Examples: *fath-er*; *moth-er*; *broth-er*.

Correct the following, if incorrect:

be-cau-se; some; mo-re; be-hav-ing; bec-oming.

Make a list of ten present participles and divide them into their syllables.

Make a list of twenty words that must never be divided.

SECTION G — WHEN ONE IS CHOSEN FROM A GROUP

The error contained in the following sentence belongs to a type often met: "One of my mother *dress* was blue." The correct form would be: *One of my mother's dresses was blue.*

The word that indicates the group from which one is taken must be plural.

INCORRECT

One of my best friend

One of the new book

One of the hardest problem

CORRECT

One of my best friends

One of the new books

One of the hardest problems

Write twenty sentences that illustrate the correct way of expressing one taken from a group.

SECTION H — THE POSITION OF THE DIRECT OBJECT

The direct object should follow its verb as closely as possible.

Incorrect:

1. He wanted very much the money.

2. She closed carefully the book.

3. The nations signed on May 5th the treaty.
4. I liked very much the story.

Correct:

1. He wanted the money very much.
2. She closed the book carefully.
3. The nations signed the treaty on May 5th.
4. I liked the story very much.

Write twenty sentences that will show the correct position of the direct object.

SECTION I — *IM* WORDS THAT ARE *IN* WORDS IN SPANISH

In English, the prefix *in* is used before words beginning with any letter except *m* or *p*; before *m* or *p*, *in* changes to *im*.

In Spanish, *in* is used before words beginning with *m* and only changes to *im* before words beginning with *b* or *p*.

This difference between the two languages explains the common error of misspelling such words as *immediately*, *immortal* (wrongly written "inmediately," "inmortal").

The following list should be examined and used for drill:

ENGLISH	SPANISH
immaculate	inmaculado
immeasurable	inmensurable
immediate	inmediato
immediately	inmediatamente
immemorial	inmemorial
immense	inmenso
immensity	inmensidad
imminent	inminente
immobile	inmóvil
immoderate	inmoderado

ENGLISH	SPANISH
immodest	inmodesto
immolate	inmolar
immortal	inmortal
immortality	inmortalidad
immortalize	inmortalizar
immobility	inmovilidad
immune	immune
immutable	immutable

SECTION J — WORDS CONFUSED DUE TO SIMILARITY OF SOUND AND SPELLING

Know and now

Of course, everyone knows that *know* is a verb and *now* an adverb of time. It is because they are not pronounced correctly that they may be similar in sound, and are hence confused in use. *Know* is pronounced to rhyme with *snow* or *low*; the *o* is long (ō) and the *w* is silent. *Now* is pronounced to rhyme with *cow* and *how*.

Say these words to yourself to see if you have been accustomed to pronounce them correctly.

Fun and fond

Fun, a noun, means "sport, playful action or speech."

Fond, an adjective, means "affectionate, tender"; when followed by *of*, *fond* means "prizing highly."

Examples:

1. It was great fun to skate on the pond.
2. Uncle Harris was always full of fun.
3. Are you fond of your cousins?
4. Mary is fond of fun of all kinds.
5. A mother is fond of her children.

Fill blanks with *fun* or *fond*:

1. There will be no —— today because it is raining.
2. Some people are very —— of aguacates.
3. It is impossible to have any —— when James is in the party because he is so solemn.
4. Why are you so —— of Maria?
5. Let's watch the ——.

Lose and loose

Lose is a verb; its principal parts are *lose*, *lost*, *lost*. It is only the form *lose* which is sometimes confused with the adjective *loose*. *To lose* means "to suffer the loss of something; to fail to keep something."

Loose is an adjective; it means "not fastened so as to be fixed, rigid, firm, or tight."

Loose may be used as a verb, meaning "to render, or cause to be less rigid, firm, or tight."

Examples of correct use:

1. Did you lose your watch?
2. How did you lose your ring?
3. It was too loose on my finger.
4. The horse got loose, and was lost.
5. Was the rope too loose?

Fill the blanks with *lose* or *loose*, as you think suitable:

1. A —— rope may cause a farmer to —— his horse.
2. When did you —— your pen?
3. Did you ever —— your way in the dark?
4. The leaves of this book seem to be ——.
5. Yes, my bracelet was —— and has fallen off.

Choice and choose

Choice is usually a noun; it means "the act of choosing; preference of one thing to another." It is sometimes an

adjective, used to mean "that which is preferable; the *pick*."

Choose is a verb; its principal parts are *choose*, *chose*, *chosen*; it means "to make a choice; to make a selection."

Examples of correct use:

1. This is my choice.
2. What do you choose?
3. I think Sara has chosen wisely.
4. Have you chosen your winter hat?
5. Ben was a carpenter from necessity, not from choice.
6. "Choose thou the better part; there honor lies."

Fill blanks in these sentences below with *choice* or some form of *choose*:

1. What is your ——? I prefer the green hat.
2. Did Jim —— his profession?
3. Mary was always my —— of the sisters.
4. —— your friends carefully.
5. Of all Dickens' books, my —— is *Our Mutual Friend*.
6. Coolidge said: "I do not —— to run."

Interesting and interested

Both are adjectives; *interesting* means "exciting, or adapted to excite, interest"; *interested* means "having the attention or feeling engaged or excited." So it is obvious that "I was very interesting" sounds quite conceited and "I was much interested" was probably meant. It is equally obvious that a book, or any other inanimate object, cannot be *interested*. These sentences are right:

1. I was much interested in Franco's flight across the ocean.
2. My work this year has been quite interesting.
3. She is an interesting girl (meaning, to *others*).
4. She is interested in her work (meaning, her attention is engaged or excited, by her work).

Fill the blanks in the following sentences with *interested* or *interesting*:

1. Are you —— in your work?
2. Which did you find more ——, *Treasure Island*, or *The Alhambra*?
3. *The Alhambra* was more —— to me, as I am greatly —— in legends of ancient times.
4. Why is Mr. Hale such an —— teacher? Probably because he is much —— in his work.
5. Mary was much —— in the description of the picnic Helen gave her.

Along and alone

Along is an adverb. In modern English it has two meanings:

(a) "by the length, or lengthwise."

Example:

1. He drew the pencil *along* the edge of the ruler.

(b) "in company; together."

Example:

1. You may go *along* (*with us* etc. understood).

The following sentences are correct:

1. Plant a row of Easter lilies *along* the walk.
2. Several wrecked cars may be seen *along* the road.
3. The teacher glanced *along* the front row of pupils.
4. Do you want to come *along*?
5. We are going to the pictures. Let's all go *along* together.

Alone is used both as adjective and as adverb. As adjective it means "quite by one's self; solitary." As adverb it means "solely, simply, exclusively."

The following sentences are correct:

1. She lives *alone*.
2. No one can live on bread *alone*.
3. Did you come *alone*?

Fill the following blanks with *along* or *alone*:

1. "——, ——, all, all ——, —— on a wide, wide sea."
2. Are you going —— to Ponce? No, Juan is going ——.
3. He was —— in the wilderness.
4. He wants to go —— with me.
5. Mary went —— merely to pass away the time.
6. Bryan was not —— in his opposition to the theory of evolution.
7. Many people began to think —— those lines.
8. My friends are going swimming tomorrow and mother says I may go ——.
9. Are you going ——? Yes, unless you will come ——.
10. She was —— in her belief in his innocence.
11. We walked —— the road.
12. It was cold —— the beach.

Cloth and clothes

Cloth is a pliable fabric made by weaving; commonly, fabric of woven cotton, linen, or woolen fiber. The plural of *cloth* is *cloths*. A "mantel de mesa" is called a *table-cloth*.

Clothes are garments, dress, or covering of any kind for the body.

The coverings of a bed (blankets, sheets, quilts, etc.) are called *bedclothes*.

The following sentences are correct:

1. The child's clothes were neat and clean.
2. Never judge a person by his clothes.
3. Men's clothes are usually made of woolen cloth.
4. This mill manufactures three cloths — cotton, woolen and linen.
5. Have the clothes been ironed?
6. Put the table-cloths into a drawer.
7. The bedclothes should be put out to sun frequently to prevent dampness.

Fill blanks in the sentences that follow:

1. González Padín's is a good place to buy bed——.
2. The man's —— showed that he had slept in them all night.
3. Linen —— makes excellent —— for summer.
4. Always brush your —— carefully.
5. The table —— should be changed frequently.
6. Her —— last a long time because she mends them.
7. Here are six clean —— to wipe the dishes.
8. Boys tear their —— because they are always exercising violently.
9. Her —— are always in good taste.
10. Which —— do you prefer for Porto Rico, linen or wool?

Costume and custom

Costume means "manner or kind of dress, of a place or period."

Custom means "a usage, or practice; a course of action characteristically repeated under like circumstances."

Examples:

1. We find most interesting customs among the Eskimos.
2. It was his invariable custom to be at the office at 8 o'clock.
3. What costume shall you wear to the fancy-dress ball tonight?
4. The costumes of the Roumanian peasants are very picturesque on account of their bright colors.

Fill the blanks with *costume* or *custom*:

1. Where will you find a —— for the Hallowe'en party?
2. I shall make one; it is not my —— to borrow ——.
3. Did you notice the beautiful 17th century —— shown in the picture "Sir Walter Raleigh"?
4. It is Harold's —— to write to his parents every week.
5. It was the —— among the natives of Boriquen for the host to exchange names with a guest of honor.

Prize and price

These words may both be used as either nouns or verbs. Let us consider them first as nouns.

Prize: A dictionary will give you several related uses for this word; its most common is "something offered or striven for in competition or in contests of chance."

Price: "The value or worth of one thing that is exchanged or demanded in barter or sale for another."

As verbs: *To prize* means "to value highly; to esteem."

To price: "to set a price on; to ask the price of."

The following are examples of the correct use of these words:

1. Patria won the English prize.
2. The price of the shoes is two dollars.
3. I am not going to buy anything today; I want only to price the floor lamps.
4. Kate prizes nothing so highly as her set of Shakespeare.

Fill the following blanks with *prize* or *price* as nouns or verbs:

1. What is the —— of this table?
2. What —— was given the winning team in the debate?
3. Please stop at the store and —— the electric irons.
4. The —— has probably gone up since last year.
5. Have you chosen the —— for your card party?
6. Why does Martha —— that old clock so highly? It has belonged to her family for many years.
7. Martha's clock would be considered a —— by an antique dealer.
8. No —— would induce her to sell it.

Died, dead and death

Died is the past tense and past participle of the verb *to die*.

Dead is an adjective. *Death* is the noun.

Study these examples of their correct use:

1. The flowers are withered and dead.
2. There is a Reaper whose name is Death
 And with his sickle keen
 He reaps the bearded grain at a breath
 And the flowers that grow between.
3. Aunt Sally died on the last day of the year.
4. Her death was unexpected.
5. She has been dead nine months.
6. Neighbors said that she died of a broken heart.
7. Napoleon's hopes were dead at last after Waterloo.
8. He died on the island of Saint Helena.

Fill the blanks in the following sentences with *died*, *dead* and *death*:

1. Has Mrs. Miller been —— long?
2. This is the City of the ——.
3. "O ——, where is thy sting? O grave, where is thy victory?"
4. General Wolfe said, as he lay dying, "Thank God! I have not —— in vain."
5. His —— was followed very closely by that of Montcalm.
6. Let us rake up the —— leaves.

Stroke and struck

A *stroke* is a blow made with a striking instrument.

Struck is the past participle of the verb *to strike*, the principal parts of which are *strike*, *struck*, *struck*.

The following sentences are correct:

1. The wood-cutter struck the tree with his ax.
2. The stroke was enough to kill any man.
3. Mr. Baxter has had a stroke of paralysis.
4. By the stroke of a pen, fortunes have been acquired.
5. I was struck by the resemblance between Mr. Hall and his sister.

Fill the blanks in these sentences with *stroke* or *struck*:

1. The man seemed to have been —— on the head.
2. The tree was felled with a few expert —— of the wood-cutter's ax.
3. The craze for Eskimo Pie has just —— town.
4. Mary was —— the kitten's fur.
5. As I groped my way along, something —— me a blow on the head.
6. Mabel was —— by a sudden thought.
7. The champion won the golf tournament by one ——.
8. The cocoanut almost —— Jim when it fell from the tree.
9. I had a —— of luck this afternoon.

Most and must

Most may be used as an indefinite pronoun or as an adjective meaning the greatest number. It may be used also to form the superlative degree of an adjective or adverb.

Examples:

1. Most of the girls have gone.
2. *Most* beautiful; *most* rapidly.

Must is an auxiliary verb that expresses necessity or urgent need of doing something:

1. I *must* do my work better.
2. You *must* try to come without fail.

Fill the blanks below with *most* or *must*:

1. This is a —— awkward situation.
2. —— voters were in favor of Coolidge for president.
3. What song did you like ——?
4. —— you go so soon?
5. I —— hurry home because the baby is sick.
6. You —— leave your play now and study.
7. —— people dread a visit to the dentist.

8. You —— be sure to remember to lock the door.
9. He says that he —— soon return to New York.
10. John has many marbles but Howard has the ——.

Quite and quiet

Quite is an adverb of degree; it means "to a great extent, or considerable degree."

Example:

1. The book is quite interesting.

Quiet is an adjective, and means "in a state of rest, or repose; still, calm."

Example:

1. The woman remained quiet, and did not answer a word.

Besides being spelled in a very similar way, the word *quiet* is often mispronounced and made to sound very much like *quite*; this accounts for the frequent misuse of these words. Remember, *quiet* is a word of two syllables (qui-et) and should be pronounced in that way, while *quite* is a word of one syllable.

Fill the blanks with *quite* or *quiet*:

1. The night was —— dark.
2. —— a large number of people were there.
3. The night was —— and —— bright with moonlight.
4. It is —— hard to keep children ——.
5. We walked —— a long distance.
6. —— and still lay the old dog.
7. The story is —— true.
8. He was always a —— boy.

Lovely and loving

Lovely is an adjective that means "possessing mental or physical qualities that inspire admiration and love."

Loving is the present participle of the verb *to love* and, used as an adjective, means "affectionate or devoted."

Can you explain to your teacher why it is that you should not close a letter "Your lovely pupil"? She has probably received letters ending in just that way. What does "Your lovely pupil" mean? Do you mean to say that? What would "Your loving pupil" mean?

SECTION K — WORDS MISUSED DUE TO DIFFERENCE IN IDIOM

Lecture and conference

Differences in idiom often give rise to the use of the wrong word. *Lecture* and *conference* mean in English widely different activities, but since a lecture in Spanish is a "conferencia," Spanish-speaking people often confuse the use of the two words. *Lecture* means "a reading, a discourse; a formal discourse for instruction."

Conference means "act of conferring; serious consultation or discussion; a meeting for consultation or discussion."

Examples of correct use:

1. The teachers' conference lasted a week.
2. The doctors held a conference to decide the best treatment for my uncle who is very sick.
3. The lectures of Señor Araquistain have been greatly enjoyed.
4. Dr. de Onís gave a lecture on Spanish customs.

Fill the blanks with *lecture* or *conference*:

1. My father has gone to the —— of fruit growers.
2. Mr. Barrett will give a —— there on citrus fruits.
3. Were you present at Mr. Llorens Torres' —— last night?

4. The farmers are holding a —— to discuss means of shipping products more conveniently.
5. The illustrated —— was greatly enjoyed by all present.

Feast and festival

Feast means “a religious festival as opposed to a fast; act or occasion of making an elaborate meal; a banquet.” It may never be used to mean a party, or program, or picnic, or dance.

Festival is usually used as an adjective, meaning “of, or pertaining to, a holiday”; as a noun, “a periodical season of entertainment of a specific sort.”

Examples of correct use:

1. The table for the feast was placed out under the trees.
2. Sunday is always classed as a feast day in the Episcopal Church.
3. The party had assumed a festival air.
4. Everyone was busy, preparing for the Christmas festival.

Fill the blanks with *feast* or *festival*:

1. Mary's mother has sent her a box of good things, and she is going to give a —— in her room tonight.
2. Stolen —— form an interesting detail of a girl's life at a boarding-school.
3. The musical —— given by the Campos Club of the University was largely attended.
4. An old English proverb says “Enough to eat is as good as a ——.”
5. The ancient Hebrews held a religious —— every year, called “The Passover.”

Argument and plot

In Spanish, “argumento” may mean “the plot of a story.” When speaking English the word *argument* as a

translation for “argumento” is often used wrongly by Spanish-speaking people for the word *plot*.

Remember that the series of incidents that form the skeleton of a story should be called the *plot*.

An *argument* is “a reason for or against something; a debate or discussion.”

Examples:

1. His main argument against living in Havana was that rent was so high.
2. A bitter argument arose over the question of States' rights.

To admire and to be surprised

These verbs are not synonymous, by any means, although we often hear some form of the verb *to admire* used when the right verb would have been *to be surprised*.

To admire means “to regard something with mingled wonder and approbation.” *To be surprised* means “to be struck with astonishment by something unexpected.”

Observe the correct use of these verbs in the following examples and then fill the blanks in the sentences below:

1. She was admired for her wit and beauty.
2. We admired the beautiful view from the top of the mountain.
3. No one was more surprised than I at his unexpected return.

1. Don't you —— Myrtle's disposition?
2. I was greatly —— by the news of my cousin's marriage.
3. Were you —— at the extent of the view from the top of El Yunque? Yes, and it was so beautiful that I —— it very much.
4. Annette —— your command of Spanish; she is —— that you speak it so well in such a short time.
5. I have always —— the intense patriotism of the people of Porto Rico.

Assist and attend

Attend has several uses in English.

Assist has only one meaning: "to help."

The various uses of the verb *attend* are illustrated by the following sentences:

We attended the lecture; meaning "we were present at the lecture; we went to the lecture."

He will attend to the business tomorrow morning; meaning "he will see to the business; settle it; arrange it."

During her illness she was attended by Dr. Smith; meaning "Dr. Smith was the physician in charge of her illness."

James attended his mother to the church; meaning "escorted, or accompanied."

In Spanish, the verb *asistir* is used in the same ways that *attend* is used in English in the first and third illustrations given above, namely, meaning "to be present at a function," and "to take care of someone."

Because *asistir* and *assist* are so similar in form, Spanish-speaking pupils often use some form of *assist* as a translation for "*asistir*," instead of *attend* which should be used.

The following sentences illustrate the common error:

He assisted to the ball game; which should be *He attended the ball game*. We were unable to assist at the party, which should be *We were unable to be present at the party*.

Remember that in English *assist* means only *to help*.

Choose the correct form of *assist* or *attend* for the following sentences:

1. Many people — the horse races last Sunday.
2. She was — by Dr. Jones in her last illness.
3. Can you — me a little, in this lesson?
4. Did you — the bazaar given by the Girl Scouts?
5. Did you — the dance on Thursday?

Wait for, expect and hope

The verb *to wait for* may mean "to look forward to something or to stand in readiness."

Expect means "to look forward to something as probable."

To hope means "to desire with expectation of obtaining."

The following sentences illustrate the correct use:

1. We hope that you will reach your destination safely.
2. He was so reckless that his parents always expected to hear that he had been killed.
3. Don't wait for me very long if I am not there by four o'clock.

Fill the blanks with some form of one of those verbs; sometimes the preposition *for* must be used too:

1. What do you —— to accomplish by this?
2. Be always —— an opportunity to improve your academic preparation.
3. We are —— fair weather for our trip.
4. The Indians did not —— cruel treatment from the Spaniards.
5. The general —— the enemy's advance entrenched in a good position.

Sympathetic

This word, which means pertaining to or resulting from, a feeling of compassion for another's sufferings, is often wrongly used as a translation for the Spanish word "*sim-pático*," which means in English "friendly, attractive, charming."

The following sentences illustrate the correct uses of the word *sympathetic*:

1. My friend was most sympathetic because of my bad news.
2. Mrs. Holden has always a kind and sympathetic heart for any kind of trouble.

To illustrate the correct type of translation for “sim-pático”:

1. She is a charming girl.
2. Everyone who meets her finds her very attractive.

Courage and anger

Courage is one of the words often misused on account of its similarity to the Spanish word *coraje*, meaning “anger.”

We hear people say “He had courage” meaning “He was angry,” thus literally translating the expression “Tenía coraje.”

Remember that courage means “valor, or bravery.”

Apt and able

Apt means “liable or likely; adapted by nature, quick to learn.”

Able means “having adequate power, resources, qualifications; competent; qualified.”

The following uses are correct:

1. The boy is an apt pupil.
2. As school closed yesterday, Henry is apt to come today.
3. I am not able to help you.
4. He is an able mechanician.
5. Will he be able to pass the examination?

Fill the blanks with *able* or *apt* as you deem suitable:

1. Mr. Humphreys is an — lawyer.
2. I tried to come yesterday, but was not — to do so.
3. I was never very — in mathematics and encountered many problems that I was not — to solve.
4. Will you be — to go tomorrow?
5. He is not — to try to deceive me twice.
6. Will John be — to come back soon? Yes, he will come as soon as he is —.
7. A pupil who is — in languages is often not — to do well in mathematics.

8. He was —— to graduate in three years because he was an —— student.

Willing and anxious

To be willing to do something means "having the mind favorably disposed to do something."

To be anxious to do something means "intent, solicitous to do something."

To be willing does not even imply a desire in any great degree.

Examine the following sentences:

1. The mayor said he was willing to do anything he could to improve the sanitary condition of the city.

2. We were anxious to provide a pleasant summer camp for pre-tubercular children.

3. Are you willing that Henry should use the car?

4. I am anxious to hear from my brother, who has been sick.

5. Mr. Clark said he was willing that we should use his name in our propaganda.

Passenger and passer-by

A *passenger* is "one who is travelling on a train, a boat, airplane, bus, or any vehicle used as a public means of conveyance."

A *passer-by* is "a person who is passing another person, or some fixed point."

The following sentences illustrate the correct use of these words:

1. Most of the passengers of the train were in the dining-car when the accident occurred.

2. The policeman shot at the thief and injured an innocent passer-by.

3. The passers-by were greatly amused at the quarrel between the two old women.

4. The largest airplanes will carry both mail and passengers.

Use the words *passenger* and *passer-by* in ten sentences.



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